

School Activities

The National Extra-Curricular Magazine

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As the Editor Sees It--

We are delighted to welcome you new subscribers, and, naturally, we shall do our best to make your investment pay high dividends to you and to your students.

Five vital questions concerning Parent-Teacher Association programs: Should these programs be composed of entertainment entirely? Of education entirely? Of both entertainment and education? If the last named, what are proper proportions of each type of material? Do these questions (and answers) concern you?

A failure is a real failure only if it is not capitalized in the direction of an ultimate success. It represents only the elimination of one particular way of doing a thing. While it is true that the individual himself often learns through his failure, it is also usually true that he is slow to confess this failure and so does not prevent others from making similar mistakes.

In extra-curricular activities there are many failures and we need records, reports, and discussions of them. Nearly all of our published material concerns successes. Probably the majority of it should, but the other side of the picture can be educative and valuable also.

Let's welcome, study, and capitalize honest and logical criticism of our extra-curricular program. And let's meet the yapping of a jingo press, professional patrioteers, subsidized influences, and brainless busybodies with courage and vigor. A growling dog often runs when his bluff is "called."

There is a rising tide of criticism of the secondary school for developing so many stenographers, typists, bookkeepers, mechanics, etc., but we have, as yet, to hear a single complaint that the schools are developing too many good citizens.

All of us have "given" to the cause of extra-curricular activities. Perhaps this year, due to decreased budgets, heavier teaching loads, and for other reasons, we may have to "give" more than ever before. But this is an opportunity. Sincerely and persistently striving under obvious handicaps represents a most convincing way of proving one's faith in any cause, including extra-curricular activities. Such striving will bring, some day, well-deserved support for our program.

"Creating Social Intelligence" is not only a main objective of extra-curricular activities but it is also the title of a recent and most excellent Research Bulletin of the National Education Association—Vol. VIII, No. 3, May, 1935. This publication is made up of briefs of 265 references describing current practices in socio-economic education which have appeared in print since 1928. It contains many references to extra-curricular activities, guidance, "student self-government," character education, adult education, and other topics. It is well worth having.

The old fashioned football letter was so large that it could be worn nicely only by the possessor of a most "manly" chest. Nearly all schools have replaced this immense bill-board design with a letter less ridiculous. However, there are many schools, usually smaller ones, that still award a gigantic monogram. Poor taste!

During the World War an Allied general stated that the morale of his division increased fifty per cent when attractive brass buttons which had been removed from the soldiers' uniforms were replaced. A snappily dressed band or athletic team, or an attractively gowned girls' chorus will usually put on a better performance because of increased pride and morale. Further, such costuming will make for a better "show."

Extra-Classroom Activities in the High School

R. H. Jordan

THE EARLY grammar school (Latin) and the academy in America were suited to a type of life prevalent at the period when most boys and girls had definitely defined home responsibilities as assistants to their parents in the work of the household or as helper in the occupation of the father. Furthermore, much later than three hundred years ago, in fact within the memory of many persons now living, play and recreation of the child was looked upon as unnecessary and, in many cases, as wicked and sinful. Adults who indulged in recreation of any sort were eyed askance and were frequently held up to children as horrible examples of wasters, idlers, and ne'er-do-wells. The idea of a staid business man or physician hitting at a little white ball in a cow pasture is still not considered entirely respectable by many persons!

Why, then, should a secondary school pay any attention to presenting to its pupils any material not intellectual? Had the masters attempted any such departure, it would not have been permitted. Accordingly, the schools of the 17th, 18th, and 19th centuries were careful not to allow any indulgences by their pupils in activities not sanctioned by public sentiment. Consequently, aside from a few spelling matches, literary societies, an occasional singing club, and some desultory playing of base ball, there were no activities open to the children.

Probably this was no great loss, for as has been said, the child's time in most cases was well filled and on the whole with rather worth while occupations. But with the change of public sentiment toward adult recreation, with the increasing amount of time available in industry for enjoying such recreations, and with a realization that no longer is it possible in many homes to provide necessary tasks to keep young people seriously and profitably employed, came a change in the attitude of the school and of the home toward the school with regard to the leisure time of the pupils. The high schools began to offer opportunities for children to engage, if they wished, in a broad program of activities which before had been considered unprofitable and even wicked. At a time when the athlete was looked upon as disreputable,

the ideal of music was formed upon the drunken fiddler at the country dance. Then the theatre was believed to be the open door to a hell of fire and brimstone, the school paper viewed as a medium for lampooning teachers and unpopular classmates, and the school debate was regarded as an agency for training in deceptive and Jesuitical argument.

No wonder that the school could not fly in the face of the community and countenance any of these activities! Even so, some schools did brave public opinion and by wise handling of these delicate situations actually proved to their communities that athletes might be scholars and upright gentlemen, that musicians might make additions to the aesthetic enjoyment of the home and neighborhood, that school plays that entertained and enlightened and did not shock could be presented, that school papers might at times be conducted even better than the local weeklies, and become better advertising mediums, and that debaters often became respected lawyers and even college presidents. The public gradually became tolerant, and finally eager for such display of children's talent. The school began to be one of the chief purveyors and exponents of the highest form of idealism in many small communities.

Accompanying this shift of sentiment came other demands upon the high school. The public began to hold the school responsible for the social and moral conduct of its pupils, and thus forced a new problem upon school administrators—namely, character development. This was accompanied by a new emphasis upon education, in which the demand was made that the child should receive a better training for civic and social responsibilities, in order to be a more significant factor in the later community life. Recently there has been an insistent demand that the child must have at his command resources of an avocational character to use his leisure time wisely in the new adult alignment of idle hours.

In studying possibilities for realizing such demands, the school found that the classroom exercise alone was incapable of meeting all of these outcomes as quickly and di-

rectly as was desired. The very pastimes which had been formerly despised were discovered to have in them the possibilities of developing just the virtues which were now demanded. Under proper direction of such activities honesty, cleanliness of mind and body, self-reliance, poise, standards of honor and of conduct are developed as a matter of course. Loyalty to the school and community, altruism, the unselfish giving of one's talents to help others, leadership of the right kind, coupled with ability to follow others intelligently, are qualities which must be demonstrated in such activities, and which do not so easily develop in the ordinary class room. To be a really good athlete, one must work for the team, and not for himself; he must learn that it is dishonorable to lie, to misrepresent, to beat the rules, to use bad language, to lose control of self, to complain when beaten.

The ability to accept victory modestly, to receive defeat without protest or reprisal, to scorn trickery, to play the game fairly, to keep one's temper, and many other virtues are inevitable outcomes of athletics properly coached and taught. And no school or community should tolerate any other standards.

In the same way the participation in dramatics, school publications, debating, various school clubs, and social affairs of the school, develops similar traits of character and conduct. Accordingly, the present day school encourages such participation, and this movement has grown so rapidly that now many schools require that pupils shall take up some activity as a part of their education and make a play for the club meetings in the daily school program. Pupils now participate in the government of the school, conduct the assembly programs, assume authority over the behavior of their classmates in the school halls, on the playground, in the lunch room, for they take pride in demonstrating their ability to govern themselves without expecting the teachers to assume entire responsibility for good conduct. In this way our children are preparing for the day when they will have to manage the affairs of the community and state as adult citizens. They are learning how to work and play together under self-made and self-administered rules, instead of by expecting their instructors to treat them as irresponsible persons incapable of maintaining order without outside restraint.

In addition, the pupils who wish to learn

some things not otherwise taught in the school program, have an opportunity through their voluntary organizations and clubs, to engage in a line of study or investigation informally with resultant values comparable to class room exercises. Or they may wish to perfect themselves in some line of vocational or other training not cared for in the curriculum, a manual arts club, and arts and crafts club, a cooking or sewing club, will care for such aspirations. Some wish to pursue a hobby; the bird club, the nature study club, the stamp and coin club, the chess and checker club, and the social conversation club fill such needs and so prepare for healthful avocational life later on. Thus no school today is considered to have wisely used its opportunities for influencing the lives of its pupils, if it has not provided as broad a program as its facilities will permit for such activities as described. The new emphasis upon the school as a medium for turning out well rounded citizens of the republic demands that it utilize every opportunity for attaining the goal. So today teachers are trained in conducting outside activities the same as in regular class room teaching. Administrators plan such programs as carefully as the regular studies of the school. The result is that pupils trained along such lines give every promise of securing for the nation the new type of citizenship now demanded by our people.

R. H. Jordan is professor of education, Cornell University, Ithaca, N. Y.

We must so order our own lives, organize our own society, and build our own communities that "within the walls we may hear the laughter of little children."—Jay B. Nash.

Let the love for literature, painting, sculpture, architecture, and above all music, enter in your lives.—T. Roosevelt.

The happiness of your life depends upon the character of your thoughts.—Marcus Aurelius.

School Activities is always interested in news of activity happenings that are different.

The end of education is to teach men to find pleasure in the best things.—J. L. Spalding.

October, 1935

How Our Student Council Does It

J. R. Beatty

THE STUDENT council of the Latrobe, Pennsylvania, High School was founded in the autumn of 1922. It was so organized that the group represents each factor in the high school, whether it be a curricular or an extra-curricular activity. The council membership, for which the only requirement is a passing grade in each course, is made up of a representative from each home room, class, and club. These individuals are elected by the body which they represent.

The officers are nominated and elected during the first meeting. According to the council constitution any member is eligible for any office. Precedent has established one requirement for the president—the candidate must be a senior. The other officers elected are vice-president, secretary, and treasurer. The nomination and election are carried on by the students. One individual is designated to act as chairman. Nominations are called for and the election is conducted in parliamentary order. The ballots are cast, tellers appointed, the report made, and the new officers take their places. Now the Council is ready for work.

The student council has charge of the high school assembly. Members conduct the opening exercises and introduce the programs. These programs are provided by visitors, clubs, specific classes or the council. The members interview townspeople and invite them to our assembly. These programs prove enjoyable and tend to keep alive a favorable relationship between the community and the school. Each of our nine clubs furnishes one program during the year. The nature of these programs is governed by the interest of that particular group. The English classes contribute the classics and one-act plays that are studied in the class room, while history classes do their part in the celebration of some of our historic holidays.

The concession stand at the athletic field is managed by the council members. Refreshments—hot dogs, pop, candy, Eskimo pies, peanuts, and chewing gum—are sold. The members do the cooking, sack the peanuts, and canvass the bleachers with their wares. The profit, averaging approximately fifteen dollars per game, is delegated to the

council treasury.

Campaigns for the most part are under the direction of the council. There are three school plays during the year—the all school play, the Junior play, and the Senior play. For the all school play the council has charge of all business, which includes sale of student and adult tickets, advertising, printing of tickets and programs, a poster contest, and ticket reservation. For the Junior and Senior plays the council is responsible for the sale of student tickets; all other business is handled by the individual classes.

Each year the student council sponsors a parade, celebrating the home coming football game. Each home room is represented by some type of float. These floats vary from large decorated trucks and cars to small pony carts and in some cases, wheelbarrows, push carts, or walking delegations. The parade committee makes the necessary arrangements with the town police department and with the music department of the school. The last few years the Chief of Police followed by our band, has lead the way for our parade. If the visiting team brings a band, it is afforded a place in the line of march. The committee arranges the parade according to classes, seniors first and freshmen last. Each home room representative is responsible for having his float ready and at the starting place on time. The parade committee makes arrangements with three of the business men of the town to judge the floats by ranking them in order of quality. Certain specifications are furnished the home rooms and the judges. After the parade the committee collects the ballots and reports the result. An orange and black banner is awarded to the winning room. The year and room number are marked on this emblem. This insignia is held until the next year when it is again awarded as first prize.

During the year the student council sponsors three Friday evening dances in the school gymnasium. This year they were held in October, January, and April. The duties are divided among the four classes. One decorates, another makes the programs and invitations, while the other two have charge of the refreshments and advertising. The stu-

dent council has charge of the finances and of the orchestra. The admission to these dances, which are for high school pupils only, is thirty-five cents per person, thus making them self-supporting.

The student council for the past few years has sold the basketball season tickets. In order to stimulate the sale a large orange and black poster was placed in the hall showing the home room number, quota (one-half of the room enrollment), and the percentage of quota obtained. Each room which sold its quota was awarded a five pound box of chocolate buds. The tickets are all numbered, and a complete catalog is kept, so that lost tickets may be identified even though the name may be changed on the face. Tickets are sold at one dollar each.

During the past year the student council has sponsored three special programs for assembly. These programs were, a marionette show, an exhibition of strength, and a travlogue. Tickets were sold to the pupils at five cents each. These programs are financed by the council and profits that are made go to the council.

Latrobe High School takes part in the Forensic League contests. These activities are sponsored by the student council. The organization furnishes the necessary financial aid for registration and judging fees. This year one county contest was held in Latrobe. The council had charge of this contest and the admission fee of ten cents per person was delegated to the council treasury.

At various times during the year the council has charge of specific home room programs. These programs are worked out in the council and then presented by the representative in his home room. One of the most elaborate of these was the series presented during the presidential campaign of 1932. Each home room represented a precinct. Individuals were appointed to register the home room members. Members who cared to run for election board offices had petitions filled out and signed. A primary election was held, at which the officers for the general election were elected. At the general election sample ballots, which had been numbered, were issued and the election held. At that time an amendment was before the student council and since the constitution of the council requires that such amendments be voted upon by the school, it became part of this ballot. The general election was held on election day, the ballots counted, and the results an-

nounced.

Various celebrations are usually arranged through the council. This past year the high school defeated a football rival of long standing. The student council arranged a program and a parade in celebration of the victory. The basketball team has been very successful in the Western Pennsylvania League and after each season the council has arranged a celebration program.

The illuminated bulletin board purchased by the council and which displays the school calendar is cared for by the student council. During the first few days of the month, two council members secure from the high school principal the calendar and arrange the board. The bulletin is placed at the main entrance, where it is visible plainly to all who enter.

All clubs which desire to function in Latrobe High School are expected to apply to the council for a charter. They draw up their constitutions and present them to the council. In the council meeting the constitution is read, section by section, and thrown open to discussion. Recommendations are made if the council feels that there is a need for such. At the next meeting the constitution is again presented and a committee from the applying organization appears to defend and explain the document. After this discussion, a vote is taken by the Council and if favorable the constitution is returned to the club as its charter.

General Clean-Up Campaigns are sponsored by the council. They attempt to develop within the student group a desire to have at all times a clean appearance both for the building and for the pupil.

In the fall our school sponsors Freshmen Days. The Freshmen gather at the school and receive general information concerning current practices and regulations peculiar to our group. The council members serve as aids to the Principal in this work. During the first week of school, council members, designated by badges, are in the halls to help the wondering newcomers. Each freshman receives a Handbook, which originally was prepared by a student council committee.

During school nights, the council members act as ushers in showing the parents and friends of the schools through the building. They introduce the parents in locating the exhibits they desire to visit.

This past year the Student Council inaugurated a spelling contest within our

(Continued on page 32)

October, 1935

A School Club Program That Functions

T. H. Broad

WITH ALL of the coment on extra-curricular programs in junior high schools, few practical helps for administrators have been advanced. With a time allotment of forty-five minutes daily, for extra-curricular activities, we in this school—Cleveland Junior High School, Tulsa, Oklahoma—were faced with a problem just the reverse of that of most schools. In a smaller school the problem was to find the time.

Just imagine in your own situation, what would happen if every teacher and child were suddenly given a forty-five minute period each day to do a thing called, an "extra-curricular activity." Some teachers were as much at sea as were students, and in a number of instances this thing that had been hailed as a real thing for the boys and girls became an old time study period or a period of time to kill during the day. The program was diversified to this extent: One day was set aside as home room day, another day for assembly and since the auditorium seated only one-third of the school, the two thirds remaining spent another day in home room. Three days remained for "clubs."

Teachers complained of a waste of time and an added burden. Students complained of having time hanging on their hands, while parents said it was a waste of both time and money.

In analyzing the situation, the teacher's angle was most impressive. Why should well trained teachers, who had attended school lately, who had every possible encouragement for progress, feel as they did about this part of education? Something was wrong.

A little investigating revealed that they had hobbies or interests, although those interests did not suggest anything with regard to clubs. They needed to be "sold" on the proposition so that they should develop these interests and use them in their clubs.

Results of the finding and selling "campaign" were: social studes teacher with a girls handwork club, a mathematics teacher directing dramatics, a foods teacher with a quilting club, a woodshop teacher with a group of girls learning about practical home electrical appliances, and other such combinations. The teachers admit now that they

enjoy the work of the activity under such an interest plan as it is a period of relaxation, or change from class routine.

Since they complained of too much time in homeroom under the set up of two forty-five minute periods a week in addition to the ten minute daily check up period, the followign plan was put into operation. Clubs were to meet one period each day of the week except Wednesday, when regular assembly is held for one class with the other two classes in homeroom. This plan limits a student to a certain extent, but freedom is allowed each child in selecting his club and in case he is dissatisfied he has the privilege of changing his club. This makes it possible for him to contact several clubs during the year.

Service clubs have a little different type of set up in that they meet one day each week. Members of service clubs are excused from other clubs for meetings. The service clubs meet under the sponsorship of the same teacher. This set up makes possible an inner organization of student government. One day per week is set aside for meetings of the student council, the traffic (Junior Police) squad, the courtesy service club, and the parliamentarian club. The last named is made up of the home room officers for each quarter, who receive training in parliamentary procedure. They learn the fundamentals and exchange ideas between home rooms, and so it works out particularly well.

Clubs can only be successful where there is a sponsor who is interested in the club work. They can only be a success in a normal club atmosphere—not a classroom atmosphere; there are no activity "teachers." Under the present plan we have a situation where students elect those activities in which they are primarily interested, and in which they find a sponsor interested and enthusiastic in the work of the activity.

The ideal teaching program offers a situation in which the teacher is merely in the position of directing and guiding. That is our secret of successful club work here in this school. Students feel that they are not in a class, and as a result teachers who are now sponsors become acquainted with them.

The handwork sponsor can sit and knit along with her girls and hear all of their secrets, joys, and sorrows and as a result is a much better classroom teacher.

Clubs under this plan become flexible in their activities. New teachers in the school usually require a semester to reach maximum efficiency. As a result the program is a growing one. A teacher may find a new interest or may develop a club in response to demands of a group of students. This produces a worth while growth and keeps additional interests developing among teachers as well as among students.

In inaugurating such a program one must guard against the old and obsolete type of club with its formal meeting and initiation. Junior high school students are not formal and care little for formality. Action and activity are the things they like, and so we let them "do" things.

The following steps should help one in promoting a program of club activities.

1. A philosophy of extra-curricular activities should first be developed.
2. General objectives of the program should then be set up.
3. An opportunity should be given teachers and students to choose their particular activity.
4. Time should be set up during the school day for the activities—not after school.
5. Every opportunity should be given for students to develop talents or interests beyond the curriculum.
6. The program should be kept up and coming by "killing" poor clubs at once and substituting new ones.
7. The community should be sold by an extra-curricular display and demonstration.
8. The program should be put over.

A few administrative details need to be worked out—i. e., admission to a club, recording changing of clubs for the office files, avoiding over crowded groups and carrying out an orientation program for new children.

In the future the orientation will be done by showing a movie taken of the various groups at work, with of course the necessary explanations. This is shown during the first week to all new students. Homeroom teachers have mimeographed lists and descriptions of the various clubs and help through their guidance.

Slips, mimeographed, are signed or initialed for each student accepted by the teacher and these returned to the homeroom teach-

er for her record. In case of a change of activity by a student, the sponsor losing and the one gaining the student must endorse the slip, after the first two or three weeks very few students will have a desire to change.

When a program like the above gets under the way it becomes a changing, growing program in which teachers as well as students lose themselves in an interest or hobby later.

T. H. Broad is principal of Grover Cleveland High School, Tulsa, Oklahoma.

MR. TUNNEY'S ADVICE

Gene Tunney, Shakespearean scholar, world traveler and one time boxing champion told the National Convention of Boys' Clubs of America the other day that boys and girls should be taught to study newspaper sports pages with the same diligence they apply to their ABC's. This he held, would build up in the minds of the youth a "true hero" of the athletic field to replace such false idols as gangsters and night club cowboys.

It is easy to agree with Mr. Tunney that more good than harm is served by such adulation as that given Babe Ruth by the average little boy. There is little doubt that greater familiarity with the stars of the field of sport would bring some benefit to our youth. However, we feel that Mr. Tunney errs when he urges that newspaper sports pages be made required reading. A similar prescription has ruined Dickens and other great writers for thousands of men and women. To force boys and girls to read sport pages would not make them idolize athletic heroes but would merely cause them to despise sports.

Far better advice would be to encourage boys and girls to participate in such forms of sports as appeal to them. This serves a three-fold purpose. It provides the exercise needed by the growing bodies; it gives good health that promotes clean thinking and it uses up leisure time in a helpful manner, thus leaving no empty hours for idle hands to get into trouble.

Reading of sports heroes and setting them up as idols in adolescent minds is not harmful in itself but active participation and a desire to become foremost in a favored sport is a much saner and healthful ambition to inspire in the youth. Society undoubtedly gets some benefit from the spectators who gather around the side lines of innocent sport but it gets twice as much benefit from each person participating in the sport.—*Providence News-Tribune*.

The Pathfinders at Work

S. J. Skinner

SLOWLY WE are coming to accept the fact that laws cannot make a nation permanently prosperous nor its people truly good. Economic depressions and moral lapses have their roots in the heart of the individual, whose character is the true source of all harmony or discord in the social order. Educators, sharing in this awakening, are making noisy but ineffective efforts to devise some system of character education which will produce a race of adults incapable of the follies of the present day. In their efforts they have been handicapped by acceptance of the fallacy, that adults can force upon the child their own notions of right and wrong and compel him to be good, and by that grosser error that the child cannot by his own conscious efforts shape his moral nature. These mistakes, together with the insatiable desire of most school executives to bask in the limelight of their own inventions, or at least in the reflected glory of the brilliance radiating from the research department of some great university, have greatly hindered the general acceptance of a plan of character education which for more than fifteen years has proved its worth under the most exacting tests.

I have served for more than twenty-five years as a teacher and a superintendent in the secondary schools and as an instructor in normal school and university. During this time I have been keenly interested in character building, and I have concluded that nothing but the indirect method is dependable. Attempts to teach ethics by means of a text in the hands of the pupil usually fails.

About eight years ago my attention was called to the work of *The Pathfinders of America* in the public schools of Detroit. I spent two weeks observing this work in grades ranging from the fourth grade through high school. The pupils seemed to feel that the work of building their own characters was the most important part of their school labor and at the same time the most enjoyable. Teachers told me that this work made the pupils largely self governing and that many homes were helped through the lesson sheets furnished the pupils. Briefly, I found a direct method producing results such as I

had long hoped for but had found it impossible to secure. The Pathfinder spirit became so all-absorbing that I have never been content in any other work since.

The keynote of the work seemed to be personal responsibility. Each child was joyfully at work solving his own problems of human engineering, thoroughly conscious of the fact that he was thus building his own character. There was no attempt on the part of the counsellor in charge to impose adult judgments upon the child, but he was helped to secure all the evidence and then allowed to make his own decision. In the past we have thought too much for the child, and have forced our opinions upon him, seeking to prepare him to live at some future time, and in the process he has gained no power to choose wisely when he has passed beyond the control of school and home. The Pathfinder plan makes him a thinker who is even now living, and it arms him against the demagogue who might later think for him.

The plan of work is divided into three parts. The Pathfinder counsellor visits each room at the opening of school and organizes it as a council with its own student officers. Once each month he returns to discuss very informally some subject closely connected with child life. For example, in the sixth grade some of the subjects are: Truth, Hero, Name, Friend. In these discussions he only leads, and the children take a very active part. Always the counsellor is what the name implies, a friend and helper, never a taskmaster nor preacher.

About two weeks later the council meets again this time with its own officers in charge, to discuss the subject presented by the counsellor at the previous meeting, or any other subject of interest to the children. As an aid each child has been provided with a lesson sheet on the subject discussed. The teacher is present at this meeting, as she was at the previous one, but keeps in the background. It is distinctly a pupils' meeting, and they profit greatly by the freedom enjoyed and the responsibility imposed.

Later each child writes a letter to the counsellor, telling him what he has gained from the discussions and what problems have been raised in his mind. The child feels that

he can express himself freely, since the letter is not read by his teacher and is criticized by no one. These letters establish a very confidential relation between the child and counsellor, who uses such of the material as may be useful in his next meeting with the council or in personal conference with the child.

Pathfinder counsellors are mature men and women, those who have been considerable distance along the path and have gained the perspective and breadth of view that can come only from many contacts with life. They are chosen as being temperamentally fitted for this kind of work. If it is important to have especially trained teachers for such subjects as music and art, how much more important is it that the problems of life building should be presented by teachers thoroughly qualified by nature and training for this all important duty. The fact that the counsellor comes from outside the school system is a distinct advantage. The children rejoice in the occasional visit of an outsider and invest him with unusual importance. Then, too, the children feel under restraint when the regular room teacher is in charge. It is she who criticises their actions and grades their efforts, and this prevents the freedom and spontaneity so essential to the Pathfinder plan.

The best thing about this plan is that it works. Among gifted children, normal children and children who are sub-normal, it builds character by utilizing natural processes. It knows neither race nor creed, recognizing only a universal need. Put to the test under a wide variety of conditions over a considerable period of time, it has never failed. It has long since passed the experimental stage and is spreading rapidly. On three continents it has started what we hope will be the moral regeneration of the world.

S. J. Skinner was a Pathfinder counselor in the schools of Toledo, Ohio. Letters for The Pathfinders of America should be sent to James F. Wright secretary, 968 Hancock Avenue West, Detroit, Michigan.

ATTITUDE OF EDUCATORS TOWARD GRANTING AWARDS

Superintendent L. S. Smutz, Utica, Nebraska, by investigation brought out some interesting facts about granting awards.

Slightly more than three-fourths of the prominent educators answering his questionnaire signified that they approve of the prac-

tice of granting awards. The reasons given for favoring the practice, in the order of their prevalence, are:

1. Awards are a means of recognition of worthwhile accomplishment.
2. Awards are incentives to secure participation and good work.
3. Awards are means of developing a better school spirit.
4. It is a customary practice.
5. No objectionable features arising from the common practice have been noticed.

The point was also brought out that in the adult world life is a continuous process of awards through competition, and we all strive for them.

Strong feeling exists especially on the part of those engaged in physical education and athletic work to the effect that non-physical education activity awards should be something other than the school letter, which was originally the athletic emblem and should be so maintained.

The educators were decidedly of the opinion that awards should have little intrinsic value, involving only a small expenditure—a number stating that a few cents to a dollar is ample.

Team trophies are considered by some as much more desirable than individual prizes, since in the former, emphasis is thrown upon united effort, and the winning of such a trophy kindles the spirit of the entire school and helps build up desirable attitudes along the lines of social co-operation.

Approximately one-fifth of the prominent educators, who were questioned, do not approve of the practice of granting awards. The chief objectives given by these men, in the order of their prevalence, are:

1. Awards are a substitute for real teaching ability and leadership.
2. Honors and prizes are likely to become the aim, instead of the means.
3. Awards develop the wrong attitude toward life.
4. Credit should be given instead of awards.
5. The prevalence of awards tends to make them meaningless.
6. Publicity is ample reward and recognition.

The end of education is to teach men to find pleasure in the best things.—J. L. Spalding.

Assembly Programs

M. Channing Wagner

THE MONTH of October provides many suggestions for special day programs. Some of the great characters of history associate themselves with this month—Ferdinand Foch, Jean Francois Millet, Jenny Lind, James Whitcomb Riley, Christopher Columbus, William Penn, Noah Webster, Theodore Roosevelt and others. Fire Prevention Week, Red Cross Week and Hallowe'en are observed during October.

In addition to the special day programs many school subjects are always suitable for assembly programs.

Famous Men Born in October

Many schools present assembly programs planned around the lives of the famous. The Warner Junior High School in Wilmington presented the following assembly program built around the lives of great men born in October.

PROGRAM

1. Devotional exercises led by a pupil
2. Salute to the Flag led by a Boy Scout
3. Song, "Star Spangled Banner" by the school
4. Song, "Battle Hymn of the Republic" by the school
5. William Penn and the Founding of Pennsylvania—by a pupil
6. Noah Webster—by a pupil
7. Song, "Massa's in the Cold Cold Ground" by the school
8. "James Whitcomb Riley"—by a pupil
9. Reading "Little Orphant Annie"—by a pupil
10. "Old October"—by a pupil
11. "Circus Day Parade"—by a pupil
12. "Theodore Roosevelt"—by a pupil
13. "Theodore Roosevelt's Message to the Boys of America"—by a pupil
14. Quotations from some of Roosevelt's addresses—by a pupil
15. Song, "America" by the school

Red Cross Program

The Red Cross has come to be the angel of mercy in times of local and national disaster. It would seem appropriate to observe

this great international organization with an assembly program. The American Junior Red Cross has made great strides in developing a worth while program for the youth of the American public schools.

The following program is suggested.

PROGRAM

1. Song, "Abide With Me"—by the school
2. Devotional exercises led by a pupil
3. Song, "Love's Old Sweet Song"—by the school
4. Story of Red Cross Organization and Work—by a pupil
5. The Story of Florence Nightingale—by a pupil
6. The Red Cross—by a pupil
7. Piano solo by a pupil
8. The Red Cross Spirit Speaks—by a pupil
9. "The Red Cross"—VanDyke—by a pupil
10. The Great Cross of Mercy—by a pupil
11. The Three Crosses—by a pupil
12. Selection by the orchestra
13. The Junior Red Cross Program—by a pupil
14. Salute to the Flag and singing of one verse of "America" by the school

Columbus Day

This event in American history lends itself to the dramatization of the many incidents in the life of Columbus. It gives the pupils an opportunity to write playlets, pageants and pantomimes representing various phases of his life.

The following topics, selections and poems furnish material for assembly programs.

1. Why we observe October 12 as Columbus Day
2. Christopher Columbus, a recitation
3. Why men seek the unknown?
 - a. Robert E. Peary
 - b. Magellan
 - c. Cortez
 - d. Admundsen
 - e. Richard E. Byrd
4. Playlet—Diego's Dream

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5. Poem—"Sail On! Sail On!"
6. Sketch—Columbus at the Court of Spain
7. Poem—"Dark-eyed Lad, Columbus"
8. Dramatization of important events in the life of Columbus
 - a. Columbus as a Boy
 - b. Columbus before King John
 - c. Columbus at the Court of Spain
 - d. Columbus at sea
 - e. Columbus at San Salvadore
 - f. The return to Spain
9. Appropriate musical selections for a Columbus day program may be selected from the following:
 - a. "O Sole Mio"
 - b. "Santa Lucia"
 - c. Italian Folk Songs
 - d. "La Paloma"
 - e. "America, the Beautiful"
 - f. "Columbia, the Gem of the Ocean"
 - g. "America"

PROGRAM

The following program was developed as a class project in the John Palmer, Jr. Junior High School. This program was given as a Columbus Day program for the purpose of correlating music and history.

1. Devotional exercises by the chairman in charge of assembly
2. Poem "Columbus"—by a pupil
3. "Why Countries have Patriotic Airs"—by a pupil
4. "History of Yankee Doodle"—by a pupil
Tableau and song
5. "Writing of 'Hail Columbia'"—by a pupil
Tableau and song
6. "Composing of 'Battle Hymn of Republic'"—by a pupil
Tableau and song
7. "Origin of 'America'"—by a pupil
Tableau and song
8. "Home, Sweet Home"—by a pupil
Tableau and song
9. "Star Spangled Banner"—by a pupil
Tableau and song

This program was interesting to the pupils. There were real benefits accruing to the pupils from the satisfaction of participation. The assembly explored the curricular

activities of the school. The program tended to promote the right kind of a school spirit and morale.

Courtesy Week

Spenser said, "For a man by nothing is so well betrayed as by his manners." And then we gather this gem from Emerson, "Life is not so short but that there is always time for courtesy."

It is therefore very important that from time to time the attention of our pupils should be turned to the necessity of good manners in the various phases of their everyday life. The aim of the school is to help pupils to more successful living through practice and knowledge of accepted rules of right conduct in the ordinary activities of life.

We would suggest that an assembly program be devoted to this subject of courtesy and that a week known as Courtesy week be provided in the school calendar. As a result of the assembly program the subject should be carried over to the home room.

PROGRAM

1. Devotional Exercises—led by a pupil
2. Salute to the Flag—led by a Boy Scout
3. Song, Star Spangled Banner, by the school
4. Greetings to the Pupils—by two pupils, a boy and a girl
5. Courtesy in school and out of school—each developed by a pupil
 - a. In the Corridors
 - b. In the Class Rooms
 - c. In the Lunch Room
 - d. In the Assembly Room
 - e. Duty to Your Club or Class Sponsor
 - f. Duty to Your Chaperon
 - g. Duty to Your Hostess
 - h. Duty to Older People
 - i. Duty in Public Places
 - j. Duty to Yourself
 - k. Duty in Your Home
6. Selection by the Orchestra
7. Song, America—by the school

Riley Day Program

James Whitcomb Riley was born on October 7, 1853. Many schools observe the birthday anniversary of this American writer who has made such an important contribution to American literature.

The follow program is suggested:

PROGRAM

1. Song, "Faith of Our Fathers"—by

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the school

2. Devotional Exercises—led by a pupil

3. Recitation, "Prayer Perfect"—by a pupil

4. Song, "America, the Beautiful"—by the school

5. Biography of James Whitcomb Riley—by a pupil

6. Recitation, "The Raggedy Man"—by a pupil

7. Song, "On the Banks of the Wabash"—by a chorus

8. Recitation, "The Man in the Moon"—by a pupil

9. Solo, "Little Orphant Annie"—by a pupil

10. "The Funniest Thing in the World"—by a pupil

11. Pantomime, "There Little Girl Don't Cry" (pantomime and song)

12. Recitation, "A Good Man"—by a pupil

13. Reading, "Our Hired Girl"—by a pupil

14. Song by the school

15. Salutation of the Flag

James Whitcomb Riley has written many interesting poems and stories, which may be used as a basis for assembly programs.

Pupil may give readings from the following list with a tableau at the end of each reading:

Our Hired Girl

Out to Old Aunt Mary's

The Raggedy Man

Little Orphant Annie

The Prayer Perfect

That Old Sweetheart of Mine

Goodbye, Jim, Take Keer of Yourself

Poem on the death of James Whitcomb Riley, by Edgar A. Guest.

Home

'Mid pleasures and palaces though we may roam,

Be it ever so humble, there's no place like home,

A charm from the skies seems to hallow us there,

Which sought through the world is ne'er met with elsewhere."

Home is the place where we find the ones who really care for us; it is the place where we find those who are willing to make the greatest sacrifice for us. Home then is the place where we should perform our most thoughtful acts, and say our kindest words.

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It is, therefore, appropriate to devote an assembly program to this theme.

The following program was developed and presented by an eighth grade group in the Howard Junior High School in Wilmington.

The Watch Word—"My Home, "A Guarding Influence in My Life."

1. Devotional exercises led by a pupil

2. School song

3. "Why We Selected this Topic"—by a pupil

4. "The Meaning of Home"—by a pupil

5. "What the Home Does for the Nation"—by a pupil

6. "Good Places to Live in"—by a pupil

7. Violin Selection—by a pupil

8. Introduction of Speaker—by a pupil

9. Address "Home, Sweet Home"—by the Vice-Principal

10. Song, "Home, Sweet Home" by a trio

11.

"But every house where love abides,
And friendship is a guest
Is surely home and home sweet home
For there the heart can rest."

—VanDyke

Fire Prevention Week

The second week of October is set aside as Fire Prevention Week. An assembly program on this subject provides an excellent opportunity to secure cooperation of the fire department officials and to bring to the attention of the pupils the importance of fire prevention.

We would suggest that schools wishing to observe fire prevention week write to the National Board of Fire Underwriters, 76 William Street, New York City, for a free copy of a playlet, entitled, "The Trial of Fire."

As a part of the assembly program, invite members of the Fire Department or the Director of Public Safety to be present and to explain briefly some of the features of their work.

Roosevelt Day—October 27

The life of Theodore Roosevelt appeals very strongly to the average boy because of
(Continued on page 22)

Uncliquing the Clique

J. C. Baker

"HEY, GENE, what time you starting to the junior-senior banquet tonight?" Dale Owens called, running to overtake his classmate. "Here, take a program. Aren't they swell?"

"Not going."

"Not going? But, Gene, we juniors are giving it!"

Surprised remonstrance in Dale's voice recalled the attention of Principal Linn from the final reports he (unseen) was reading at his desk by the open window directly above the two Westford High School students. He leaned over and looked down.

"Don't care!" Gene growled. He was crumpling the scarlet booklet into his hip pocket after glancing briefly at its "Menu" and "Program." Defensively he added, "I've paid my dollar assessment. That's all that gang wants out of me. Everything's run by a clique around here."

As the two passed from hearing, Principal Linn realized he'd been eavesdropping. And he was glad of it.

Was there something in what Gene Hunter had said? He was ordinarily a retiring sort of chap, well-mannered, a better-than-average student, and neither a "gripe" nor an agitator. Yet he'd never been "in" on student affairs.

Turning to the cabinet behind him, Mr. Linn slid out a drawer. In it were filed records of student activities. He decided to do a little tabulating. He'd find out just how "representative" the administration of student organizations was.

First he tackled the matter of office-holding, both elective and appointive. Just how many offices were there to be held in Westford High School? He listed them: presidencies, vice-presidencies, secretaryships, treasurerhips, of the freshman, sophomore, junior, and senior classes; of Hi-Y; of the editorial boards of the school newspaper; of the Westforder, the school's yearbook; and of other organized groups. The total was 50 offices—in a school of 251 students.

Further investigation revealed the 50 offices were held by only 20 persons. And these same 20 individuals had held approximately three-fourths of all school offices for

the four-year period ending with the current school year (1933-34). Of them ten seemed positive gluttons for office, one having been an incumbent sixteen times.

How come? They were natural leaders was the first answer. But that seemed too glib an explanation. Could one be certain, Mr. Linn asked himself, that ability was responsible for those repeaters? Might not crafty manipulation of the student body, or the fact there were fads in personalities, or smart clothes, or lavish generosity with the gaudiest automobile parked at the campus curbing have been determining factors?

Casual comparison of various character trait ratings and attainment records of habitual office-holders with those of rare and non office-holders seemed to confirm his suspicions. But were rare or non office-holders superior because they gave little or none of their time, thought, and energy to office-holding or because they were individuals of superior merit? In either case less concentration of office in the hands of the few was suggested.

His problems, Mr. Linn felt, were clearly defined: first, *Conduct of student affairs in Westford High School should be more representative—less oligarchic*; second, though he suspected solution of problem one would in considerable measure guarantee this, *less superficial glitter and more originality and vigor of intellect should occupy office*.

But were they his problems only?

No! They were those of his able faculty and—after long last he came to this—those of the Westford High School student body as well.

It was too late to remedy the situation this year. But they could be ready for attack next fall.

That night Mr. Linn attended the junior-senior banquet. Gene Hunter was absent. But Mr. Linn saw another aspect of what the boy had growled about. Every toast, every response, every fragment of social recognition, indeed every quip or allusion was given by or directed at one or another of the upper-class office-holders whose names had recurred on his list of the afternoon. The rest just sat and ate, except a few who struggled to conceal boredom (or was it resentment?)

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under a forced facetiousness. And Mr. Linn remembered other similar banquets. Here was Problem three: *Westford High School's social functions to give adequate training must be conducted far more inclusively, far less exclusively.*

Soon after school opened in September, Mr. Linn, having talked over the three problems in faculty session, presented to the student body the various theories of government, his illustrations applying concretely to student organizations.

In groups of ten, selected alphabetically to ignore existing student line-ups, much panel discussion ensued regarding dictators, political bosses, and democracies. The groups finally arrived at the conclusion that through carelessness and disinterest they had caused the administration of their school organizations to become oligarchic.

Various plans were advanced by which it might be made more representative. Several principles governing office holding were worked out in the panel discussion groups and enunciated thus:

A. *No student could hold simultaneously more than one major office in the entire school.* (The side issue of over-organization of the student body, Mr. Linn and the faculty felt, for the present should be ignored.) *The holding of minor offices, which included serving on temporary committees and occasional responsibilities, was limited to three simultaneously.*

Arguments for and against Principal A, and its later working out in actual practice, brought forth the following disadvantages: (a) Carelessness in selection would put unfit persons into office. As a safeguard, it was proposed that nominations and elections be made only after careful review of all candidate material and all offices. (b) Enough good candidates might be lacking to fill fifty offices. It was brought out here that the school existed to develop capabilities rather than merely to use those already developed.

The advantages were: (a) Wider spread of office-holding at once achieved the aim of making student government more representative; (b) officers, not being overworked, gave better service without neglecting their school work; (c) prevention of interlocking directorates brought much latent ability and fresh viewpoints into control, thereby invigorating student organizations.

B. *No student was eligible for the same office for more than two semesters.* This was

interpreted to mean that a president of the freshman class who had served two semesters could not later be president of the sophomore, junior, or senior classes; he could, however, later be president of any other school organization.

This arrangement offered reward for faithful service and did not seriously curtail the representation of the student body.

C. *Each student organization was obliged to define its aim and scope.*

A definition of policy set out in bold relief the qualifications needed by the incumbent of an office. Election on the basis of candidates' qualifications and attitudes toward issues rather than on the basis of personal likes and dislikes was more noticeable.

D. *Major and minor offices requiring special attitudes, such as those of class cartoonist or leader of the school band, were appointive, appointments being made only after a series of contests in which those ambitious could compete.*

Students with special talents did far more and better work in their particular lines when unhampered with other extra-curricular offices. Nor were their capabilities ignored or overlooked as had sometimes happened before everyone was free to contest for his place.

The matter of social recognition at school affairs (Problem three) was felt to be a delicate one. Presented crudely to the student body, it might develop an ugly spirit of self-seeking and a self-consciousness about social affairs, far worse than the existing situation. Temporarily it was passed over.

During convocation in the third school week plans were adopted for mimeographing and distributing to students copies of the leaflet, "Principles for More Representative Office-Holding." As a feeler Mr. Linn remarked in conclusion with a seeming casualness that "a wider participation of the student body in Westford's High School social functions would not be amiss—would it?"

Quickly several students asked, "Couldn't we work out that as we have office-holding?"

Eagerly the student panels set to work. They determined the purposes of school parties, banquets, and other social gatherings were to have a good time, to honor some beloved or outstanding person, and to learn how to act at such affairs and how to conduct them.

A survey by the students of the social

functions usually held during the school year disclosed three types: formal, represented by banquets and receptions; semi-formal, which included school parties; and informal, school picnics and mixers. At first emphasis centered upon the proper etiquette for each type. Though this interest was commendable, the attention of the discussion groups was adroitly switched by Mr. Linn from details back to the broad problem challenging them—how to conduct social affairs more inclusively.

After much argument they arrived at the conclusion that several principles broad enough to govern all types of social functions could be formulated:

Principle E. *The social affairs of Westford High School should have the co-operation of all participants; this can be accomplished only by an understanding of the duties and privileges of:*

a. Guests—opportunity arose here to develop the realization that guests were not merely to attend and enjoy themselves as they pleased but that they owed certain courtesies to their hosts and were obligated to fall in graciously with the plans made for their entertainment.

b. Unofficial hosts—These were those members of a class or group which was entertaining guests but which were not in the receiving line or delegated formally to greet guests. Many of these students had failed on previous occasions to realize that their social duties were more important—that they were to keep a sharp lookout for any chaperone or other guest who might be stranded conversationally or otherwise embarrassed.

c. Dignitaries—or “digs” as they were soon irreverently called were the speech-makers, the toast masters, the formal hosts. Through co-operation with the public speaking department their obligations were readily made clear.

d. Helpers—or “indigs” were the decorators and all the other inglorious helpers who make social affairs possible.

Principle F. *Each student should during his high school serve at least twice as a major helper.*

Principle G. *Each student should during his high school serve at least twice as a dignitary.* Since this type of activity included being chairman of assembly programs and master or mistress of ceremonies at parties, picnics, and mixers, enough occasions were easily arranged.

After the plan had been in operation for several months, Mr. Linn asked the panel discussion groups to express freely their liking or disliking for it. The response was enthusiastic.

Since each of us enjoys his little moment of importance, being a “dig” was thrilling fun to those who, like Gene, had never been a leader before. And being an “indig” was a new experience which gave some of the habitually prominent a chance to hang crepe paper festoons, design place cards, and plan the menus behind every glamorous occasion.

The address of J. C. Baker is S. T. C. Box 15, Peru, Nebraska.

THE MAKING OF A TEACHER

Select a young and pleasing personality; trim off all the mannerisms of voice, dress or deportment; pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young David, the strength of Sampson, and the Patience of Job, season with the salt of experience, the pepper of animation, the oil of sympathy and a dash of humor; stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or a superintendent. When done to a turn, garnish with a small salary and serve hot to the community.—*Author Unknown.*

“An educated person is a person who is willing to live with himself on terms of friendship and self-respect. He has resources; he has poise; his emotional balance is not dependent on people or circumstances; he has reached the stage of emotional maturity.”—Harry Woodburn Chase.

It is related that a nineteen-year old genius who had completed his four-year course at the University of Chicago in twenty months had to receive his degree in *absentia* due to a nervous break-down.—*The Texas Outlook.*

Keep your copies of *School Activities*. They contain material that will be of help to you next year, the next year, and the next.

The extra-curricular interests of elementary schools as well as those of high schools, are now coming to the front.

The dates for American Education Week this year will be November 11-17.

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The Case for State Medicine

Harold E. Gibson

RESOLVED: That the Several States should enact legislation providing for a system of complete medical service available to all citizens at public expense.

OUR national high school question for debate this year has come as a direct outgrowth of the report of the Committee on the Costs of Medical Care. This report, coming as a climax to a five-year study of the medical conditions of this country, proved to be a severe shock to a large percentage of our people, who although they knew that medical conditions in this country were not perfect, never had realized that conditions were as bad as this report indicated.

The report exploded many supposedly time worn truths about medical care. The old idea that the poor indigent patient was given proper medical care was proved false. The idea that philanthropic organizations contribute a major portion of the cost of medical care was disproved when it was found that the philanthropic organization paid less than 5% of the total costs of medical care, while the patients themselves paid 79%. The idea that doctors are all getting rich and that to be a physician meant easy wealth was exploded when it was found that over one-third of the physicians of this country receive less than \$2500 a year.

True, there are many other important questions of national concern that could have been made the national high school debate question—the advisability of a compulsory crop reduction plan, the advisability of making the constitution more flexible to meet our changing times, and others—but the question of State Medicine is of such vital concern to practically all people of this country that every debater will have a warm personal interest in the subject. The debate question is again very timely, as it comes right at the time when the President is pushing the Social Security Act in Congress. Although this act is merely a starter to what future social legislation will be and although it does not provide directly for the system as proposed by the affirmative or for one of the counter plans for remedying medical care that will probably be proposed by the negative.

The debate question this year will be

peculiar to that of other years in that in all probability both the affirmative and the negative teams will present some new system of medical care. As a famous university debate coach said last year in giving his decision for a state final contest, "The negative can do anything they please in a debate." There are no set rules or requirements for the negative as long as they show that the affirmative plan should not be adopted. Usually the negative can accomplish their objective by either a direct attack of the affirmative plan, offering a new plan, offering a new remedy for the present system, or any other method which they may choose. In the debate on State Medicine, the affirmative has an unusual advantage in that both sides will have to admit that the condition of medical care is not satisfactory, and that a new system will have to be adopted. One system is defined by the question, and the affirmative must defend it. The new plan will be any plan which the negative team is willing to present and defend.

There are some debaters and coaches who maintain that the negative never needs to present a plan. It is true that they do not have to, but we will present a few facts to show that in this particular question the negative must defend a new plan or be defeated. If the affirmative can prove with force such material as they will have at their command, the negative will be forced to present and defend some kind of a plan.

There is one hospital to every 749 persons in South Carolina and one to every 154 in Wisconsin. When such conditions exist, we need a new system of medical care. The people of Toombs County, Georgia, have to travel from 100 to 200 miles to get proper hospital attention. Physicians are improperly paid, with at least 17% of the general practitioners receiving less than \$1600 per year. There are plenty of doctors and hospitals in the state of Vermont, yet under the present system only 40% of the people ever see a doctor. Under State Medicine they could all have free access to a physician. In the field of

dental care, conditions are even worse, with less than 10% of the people with incomes of less than \$1200 receiving any dental care and only 15.5% of the middle class (\$1200 to \$2000) receiving dental care. The affirmative should present these and similar facts showing the terrible conditions in medical care to prove that the present system is so bad that it cannot be remedied without the adoption of some new medical system. If they are successful in proving this point, the negative will be forced to present and defend a new plan. Then the debate will become a contest over the merits of the two plans, and the affirmative task will be materially lessened.

Definitions of the Terms of the Subject

THE SEVERAL STATES: By the term, the action of each of the individual 48 states is meant. Each individual state will provide for state medical care within its own boundaries. The debate will probably become a discussion of the particular state in which the debate teams reside, but the national aspect of the question will also be found. This statement does not imply that medical care must be uniform throughout the United States. This provision allows for great flexibility in that each state will be able to solve its own needs in much the same way as they have taken care of education.

ENACT LEGISLATION: This term implies two things—first, that the states shall enact legislation that will set up the operations for the establishments of the system; Second, it will be essential that the state governments also set up the system of financing the medical care. It is not enough merely to establish the system; one must prove that the state can adequately finance it.

PROVIDING FOR A SYSTEM: This term is similar to the one given above. It means that the state must set up the machinery for the establishment of state medical care and that it must also assume the financial and managerial obligations that come with the system.

COMPLETE MEDICAL SERVICE: This term will be the most discussed term of the entire debate, and many and various definitions will be given. A full definition of this term includes all obstetrical cases, hospitalization, nursing, surgery, orthopedic service, all serums and vaccinations, inoculations, health examinations, free drug and pharmaceutical service, and all curative medicine.

AVAILABLE TO ALL: This term means that medical service will be offered free to all citizens, regardless of their economic status, class, work or condition. It does not mean that they must accept this service or that the service will be forced on them. Certain preventative medicines may be required, as they are today, but these may be secured from any physician the patient desires.

CITIZENS: This means that it will be the obligation of the state to provide free medical care to all citizens residing within the state. Special arrangements between states will have to be made for people in transit and for people with no established residence. Such matters as these could be easily provided for.

AT PUBLIC EXPENSE: This term clearly means that the state must assume the responsibility for the health of the individual citizen. No method of taking money from the workman will be tolerated, unless it be a part of a general tax. The system must be supported in the main by the state, but gifts may be received from philanthropic institutions to be used as supplementary aid.

Effective Devices of Strategy and How To Use Them

DILEMMA

The dilemma is a method of strategy used in debate in which one debater asks his opponent a question. The question is so worded that there are two right answers. The strategy in the use of the dilemma is that either of the answers that may be given will be very detrimental to the case of the opposition. It is good advice to the debater to avoid such questions whenever possible or if forced to answer them to be very vague in the answering.

A sample Dilemma for the affirmative is listed below:

(1) Ask the negative—Do the members of the negative team believe that there is a better system of giving complete medical aid to all people other than state medicine?

IF THEY ANSWER YES: In making this statement the negative are admitting that there is a better method than state medicine to give medical care to all people. When they admit this they are admitting the need for a change from the present medical system. This better system which they propose is either the present system or some voluntary system of health insurance. If it is the present system which they wish to revamp

into a working system, they must point out just how the present unorganized system can ever be worked over into a successful medical system giving every person complete medical care.

We believe that we have shown enough evils in the present system to force the negative to show just how these evils can be remedied. In making this statement they have assumed the burden of proving the value of their new system over the system of state medicine as proposed by the affirmative. Thus both teams are defending a new system, and both have assumed a burden of proof.

IF THEY ANSWER NO: The negative have admitted the very case of the affirmative when they admit that there is no better system than the system of state medicine as proposed by the affirmative. Since they have admitted the case of the affirmative, there is really no need for us to continue with this discussion.

STRUCTURAL OUTLINES FOR SPEECHES

In using these three structural outlines for the affirmative speeches no attempt has been made to make an all inclusive brief of the subject. Rather these points are merely an outline of the more important points that the affirmative must prove to establish their case. The debater may rearrange these points to fit his individual speech, but most of these points should be included if the debater is to have an air tight case.

OUTLINE OF FIRST SPEECH.

I. Introduction

- A. Give a short description of the 'terrible conditions in medical care as found in the United States today.
- B. Give a definition of the terms of the question as the affirmative understands them. Make a statement of admitted matter.
- C. State the issues of the debate for the affirmative.

1. There is a need for a reorganization of the system of medical care in the United States.
2. A very desirable method of reorganization would be for the states to adopt state medicine.
3. State medicine is the best and most practical solution to the problem.

II. Present the bad conditions in medical care today.

- A. The medical profession is very unorganized.
- B. There is a maladjustment of hospital

facilities in the United States.

C. Medical conditions are not fair to the public.

D. The charges for medical care are too high for the individual to bear.

OUTLINE OF SECOND SPEECH.

I. State medicine is a desirable solution to the problem.

A. State medicine would correct the evils of the present medical system.

B. Similar programs have been successful in other countries.

C. Similar experiments have been successful in this country.

D. Similar insurance plans have been financially sound.

OUTLINE OF THIRD SPEECH.

I. State medicine is the best and most practical solution to the problem.

A. It is not desirable to have the action of the federal government.

B. Voluntary insurance plans will not include the people who need the protection.

C. Philanthropic organizations cannot solve the problem.

D. Industrial and commercial plans not inclusive enough to solve problem.

E. State medicine would be an advantage to the public, the physician, and the patient.

F. State medicine can be financed.

STRATEGY THAT WILL WIN DEBATES

Wasting the opponents time—

The time of your opponent may be wasted by (1) asking needless explanations of the terms of the question; (2) making the negative defend minor points; (3) demanding a detailed plan of the method proposed by the negative.

Demanding a detailed plan—

The affirmative has a perfect right to demand a detailed plan from the negative in the event that the negative proposes any change from the existing system, no matter how small the change may be. In the event that the negative debaters refuse to give their plan in full the affirmative have a perfect right to accuse them of being afraid of their plan. If this attack is made the negative will have to either present their plan or lose the debate.

Harold E. Gibson is coach of debate in Jacksonville high school, Jacksonville, Illinois, and author of a number of books and important articles on debate. For a fourth year SCHOOL ACTIVITIES readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson. His second will be released next month.

Enrollment 1223---Club Club Membership 1198

John A. Barnett

A CERTAIN WELL known commercial product boasts of 99.44% purity. Theoretically we may boast of 100% purity in our club program in Central Junior High School of South Bend, Indiana. However, it may not be quite fair to speak of a study club as an activity different from the usual school work, and so we have to content ourselves for the present by saying that we have 98% purity in this extra-curricular field.

We have an enrollment of 1223 in Central Junior High School. Of this number we have only twenty-five who for some reason, wise or otherwise, prefer the study hall on club mornings. Some really need their time for study; some might be said to be "anti-social;" while others simply do not want to exert themselves to the extent of club participation. We are gratified, however, when we reflect on the conditions a few semesters ago, for we find a much smaller group in the study club now, and we hope in time to list this club with the other relics of the school.

The club committee consists of six teachers and six students. The teachers are appointed by the principal and the students by the counselors of the six semester groups. The students meet with the teachers in an effort to bring the pupils' views before the committee.

Late in the spring we ask the teachers for criticisms and suggestions relative to the year's program. Then we also ask them to suggest clubs they would prefer to sponsor the following semester. We believe that if a teacher rides his hobby he will make a better club sponsor. He will also find diversion and recreation in his work. A short description of his proposed club is then prepared by each teacher, and these are compiled. During the first week of school in the fall, this bulletin is read to the pupils, and the club program is explained. The pupils are then asked to suggest additional clubs, and these are organized if sufficient number elect them. Another advantage of the bulletin is that the pupils know the sponsors of the clubs before they make their choices.

On club election morning each pupil is given a blank asking for first, second, and third choices. He is also asked to state which

choice he was assigned the preceding semester. In case there is any shifting necessary, and we usually find plenty, those who were previously assigned second or third choices are given preference. The election blanks are then sorted as to clubs in order to find out the size of each and to make whatever adjustments are necessary. Then the blanks are sent to the sponsor-teachers. These serve as "admits" to the first club meetings. Some pupils find they are not interested in their assignments or for some other reasons want to change. They are given three weeks to make these changes.

In order to change clubs, a pupil must get his election blank from his club sponsor and be released from that club. Then he must get the O. K. of the sponsor whose club he wishes to join. Finally he must get the approval of the committee chairman. This may seem like a great deal of red-tape but it has several advantages. The clubs were adjusted as to size originally, as near as possible. Any shifting will make some too small and others too large. This method of changing clubs helps the committee and sponsor to keep this balance between clubs. It also makes the pupil a little more deliberate in his choice if he knows that he has this route to travel if he hopes to change clubs.

Recently we tried another device to check up on the club attendance. We wondered if all the pupils had reported to the clubs as per their assignments or if some were lost between sponsor rooms and club rooms. We gave the pupils a membership blank to fill out, indicating what club they were attending. These then were sent to the club sponsors to check against their attendance at club meetings and we found that 100% were either present or accounted for.

Club elections for the second semester are made late each December. In this way all details are taken care of and we continue our program without interruption when the new semester begins. Pupils are advised to change clubs frequently, but we find many who prefer to continue the whole year or even longer in the same club.

We invite criticism from the pupils as well as from the teachers. Short questionnaires are frequently given to the students

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in order to find out what they think, if anything, about our program. The criticism most often given is that the club hour is too short. This would indicate an interest in their activities equal to or even greater than in their class room work, for few if any, ever state that the class hour is too short. Our clubs meet each Thursday morning during the sponsor hour, which is about thirty-five minutes long.

We have twenty-nine lines of activity, and several of these have to be divided into sections in order to accommodate all those interested. Inasmuch as we use the Central Senior High School gymnasium for our regular physical education work, it is impossible

to hold our Sports club there during sponsor hour. We have arrangements with the local Y. M. C. A. whereby we use their gymnasium on club mornings. Our Tap Dancing Club also uses the local Y. W. C. A. gymnasium.

A large number of negro girls wanted a Girl Reserve Club of their own, sponsored by one of their own leaders. We arranged through the Y. W. C. A. Girl Reserve Secretary to secure such a leader for us.

While our program is not perfect we feel it is meeting a need among the Central Junior High School boys and girls and we believe it is highly worth the time and energy it takes to promote it.

John A. Barnett is a teacher in Central Junior High School, South Bend, Indiana.

The Junior Historical Society of America

R. W. Kraushaar

ON THE ninth day of August, 1934, the South Dakota Historical Society and the South Dakota Department of Public Instruction published jointly a mimeographed bulletin "Junior Historical Society of America." This was the initial recognition of an organization which had its inception at Wessington Springs, South Dakota, in the spring of 1934.

Seven other high schools soon followed the lead. The Junior Historical Society early in the school year became an important part of the activities program at Salem, Yankton, Alcester, Parkston, Jefferson and others. By the end of the school year charters had been issued to nineteen schools.

What is the purpose of the Organization?

1. To promote the science of living individually and collectively by motivating interest in the study of historic and contemporary social, economic and civic problems and events.

2. The member shall ever strive to recognize and accept his social and moral obligations. Five cardinal objectives, Character, Citizenship, Culture, Conservation, and (intellectual) Curiosity, shall guide the member in his persistent efforts to improve himself and the world in which he lives.

3. The chapters shall attempt to locate, study, chart, mark and conserve spots of historic or geographic interest.

4. The chapters shall attempt to set up and maintain school museums or depositories, where the archives, records, and specimens of value and interest may be preserved.

The local organization is the main stronghold. A State Advisory Council has general jurisdiction and guidance duties.

Any accredited high school may establish a chapter and secure a charter from the executive secretary of the State Advisory Council address. This is not only limited to South Dakota high schools, but high schools of other states are also eligible to join this organization. The following is a procedure upon which a local organization functions:

1. The applicant for membership is classified as a cave man in the stone age, and is given a pledge stone as significant of his status.

2. The first degree, the Degree of Savagery, is the initiation ceremony. The possessors of this degree are classified as Savages, and wear a copper emblem as significant of the copper age, the first great age of metals.

3. The second degree is the Degree of Barbarism. The possessors of this degree are classified as Barbarians, and wear a bronze emblem as significant of the bronze age, the second great age of metals.

4. The third degree is the Degree of Civilization. The possessors of this degree are classified as Cultured, and wear an iron em-

blem as significant of the iron age, the third great age of metals.

5. The Degree of Honor is given to one senior each year in each chapter. The winner of this award wears a gold emblem as significant of the golden age, the highest degree of perfection within his group.

6. The Degree of State is given to one senior within the state each year. It includes an honorary membership in the State Historical Society, and the winner is awarded a flint arrow head with a gold torch embossed thereon.

7. Literary Certificates shall be available to those whose members making literary contributions beyond their entries for degrees.

8. Museum Certificates shall be available to both members and non-members making contributions to the school museum.

9. Bound Volumes: The literary contributions of the members shall be bound into book form annually or as often as expedient. The minutes and other records of the year shall be bound into this volume as an appendix. This volume shall remain in the permanent possession of the society and the school.

HOW TO SET UP A NEW CHAPTER

1. A counselor with the approval of his school administration and at least five eligible students may make application to the Executive-Secretary for a charter, remitting \$1.00.

2. Upon approval the counselor is supplied with blanks and information pertaining to the society and he is authorized to establish the charter.

3. A list of the elected officers together with a list of the other charter members is to be sent to the Executive-Secretary. It is preferred to have the charter members represent all three upper classes—sophomore, juniors, and seniors.

4. It is not necessary for the charter members to prepare theses in order to join, but all must agree to make a contribution before the end of the current school year.

5. The charter members shall purchase the corresponding emblem to their degree. No other state fee is charged.

6. Suggestions and lists of ideas for activities, with instructions for the establishment of school museums, etc. will be published from time to time to promote the healthy growth of the society.

The Junior Historical Society has adopted the technique of other organizations in

the process of accelerating the interest on behalf of individual students to continue step for step through the various degrees and accomplishments. The system of awards stimulates activity. The organization itself offers opportunities for leadership. The growing consciousness in local history augments class room procedure, and the development of museums in secondary schools creates wholesome school and community cooperative enterprise.

The Junior Historical Society of America has a definite mission to perform. It is not a fad or frill, it is anchored upon the philosophy that the high school boy and girl can by his own initiative study historical happenings that are not always found in textbooks or current periodicals. This creative possibility for the introvert will, therefore, definitely provide an outlet for research and provide the school with opportunities for closer community contact.

R. W. Kraushaar is state high school supervisor of South Dakota, Pierre, South Dakota.

ASSEMBLY PROGRAMS

(Continued from Page 13)

his fondness for out-of-door activities and for the strenuous life which he lived. It is suggested that this program be made an all boys assembly.

The following topics are suggested from which an appropriate and fitting assembly program may be developed:

1. Play—Theodore Roosevelt—a project for a history class
2. Poem—Roosevelt
3. Reading—The Roosevelt Creed
4. Readings from "The White House Gang"
5. Episode in the Life of Theodore Roosevelt
 - a. As a young man in the Dakotas
 - b. As a Rough Rider
 - c. As President of the United States
 - d. As a father
 - e. As a naturalist
 - f. As a statesman
 - g. The Great American
6. Paper—What is the Basis of Roosevelt's Greatness?

Hallowe'en Program

The following material may be used in

preparing a program for Hallowe'en during the last week of October.

1. Origin of Hallowe'en
2. Recitation—The Hallowe'en I Like
3. Play—"A Hallowe'en Surprise"
4. Dialogue—"Two Kinds of Jacks"
5. Soliloquy of a Ghost
6. Pantomime—"Samuel Snicker-witz's Hallowe'en"
7. Some Old Hallowe'en Customs

8. Recitation—Hallowe'en Pranks
9. Drill—Jack-O-Lantern—by a group of girls
10. Play—The Five Ghosts—by a group of girls.

M. Channing Wagner is assistant superintendent of schools, Wilmington, Delaware. His book, **ASSEMBLY PROGRAMS**, is a widely known and an immensely popular one. Arrangements have been made by which he will give **SCHOOL ACTIVITIES** readers assembly programs each month.

The Booster Club Tells Them

M. S. Hutchens

AS IS well known, at least in educational circles of our state, the 1932 session of the General Assembly of the Commonwealth of Kentucky enacted a law authorizing the governor to appoint an educational commission to make a study of public education in this state and to report its findings to the next regular session of the General Assembly and to the governor. This commission was also authorized to make recommendations of such measures and such revisions of our school code as might be found necessary for increasing the efficiency and equalizing the benefits of public education throughout the state.

The Kentucky Educational Commission was appointed, made its study thoroughly, and reported its findings and recommendations as instructed. Then a State Interpretation Committee was set up for the purpose of interpreting the findings and recommendations of the Kentucky Educational Commission to the people. I was a member of the Local Interpretation Committee, as was every other principal in the State. We attempted to do our bit, and somehow we hit upon a plan of our own by which to interpret to our own community and school the findings and recommendations of the Educational Commission. Because of the success with which we were credited generally, I am passing the idea on for any use that may be made of it.

We first organized among our high school students a club which we called the Utica High School Booster Club. The club was originally composed of eight members, two of the most willing workers from each high

school class. The members adopted certain requirements for membership in the club. It was necessary that each applicant for membership pass in all his subjects, that he be mannerly at all times to all fellow-students and to all visitors, that he be willing to do any task assigned him for the benefit of the school, and that he co-operate fully with everyone engaged in a worthy cause. In other words a successful candidate was a willing worker and a gentleman, or lady, at all times. Each applicant made a written application for membership to the club, and then he was voted on by secret ballot. If he was rejected the first time, he was given opportunity to improve his short-comings, and then another application was accepted from him. If he was accepted, he had to undergo some form of initiation in keeping with the rules of the club before he could become a full-fledged member. The initiation was for the purpose of keeping up interest and causing all pupils to desire to become members. The club then adopted for its slogan, "EVERY PUPIL A BOOSTER." In a short time the club had a rather large membership, and was ready to begin its work.

The Club secured a small room adjacent to the main hall which it fitted up for a visitors' reading room. In this room was placed books donated by the members of the club and solicited from parents. Educational journals and the findings and recommendations of the Educational Commission were placed in this room for the convenience of patrons and visitors. Announcements were made through the school paper and through the columns of the daily news of the opening of

the room, and invitations were given to the public to avail themselves of this service.

In order to get more parents to visit our school and the parents' reading room, the club placed in a convenient place a visitors' register, and a member of the club stayed in the room every period of the day to meet parents and offer them their services. Parents were asked to register, and a contest was held each month of the year. Each room or class that secured the greatest number of visitations by parents in one month was honored by having a book placed in the reading room to its credit. As a result of this contest, there were more than a thousand visitations by parents of two hundred students during the school year.

When sufficient interest had been established, the principal called a meeting of the parents on one Tuesday night and organized a class for the purpose of making a study of the findings and recommendations of the Educational Commission. Copies of the report of the Commission were secured from the executive secretary of State Interpretation Committee, and the class of parents met each Tuesday night and made a complete study of our educational system and the findings and recommendations of the Commission.

When the study was completed, the class resolved itself into a club known as 'The Utica Community Club. It drafted resolutions asking for constructive educational legislation and sent copies to members of the General Assembly and to the daily news.

While this study was being made by the parents, the High School Booster Club had not been idle. It had appointed a committee who had made a complete roster of the entire territory served by this school. It included on the roster every man, woman and child—together with their addresses—who lived in the surrounding community. The club then sent written invitations to all parents and urged them to attend its meetings.

When this work had been completed, the club presented a program in the form of a mock trial and raised money with which to defray the expenses of a delegation to the General Assembly. A secret ballot was held, and four members were elected to carry to the General Assembly resolutions asking for constructive school legislation. These four members made the trip, chaperoned by the principal and his wife. This trip was educational, not only to the four delegates who made the trip but to the entire school. Af-

ter the trip was made, the delegation presented an assembly program telling of the state capitol and the workings of the legislative body.

A great number of the parents showed their interests by sending personal telegrams to their members of the General Assembly to ask their support of education.

The Booster Club has reorganized again this year and is continuing its work of interpretation of the school to the parents by boosting all school activities such as athletics, music, debate, orchestra, chorus, etc. The Community Club has reorganized with a greater membership than it had last year, and is now preparing to present a series of programs for the purpose of creating wholesome community interest in our educational program.

M. S. Hutchens is principal of the Utica Public Schools of Utica, Kentucky.

THE SCHOOL CARNIVAL

The school carnival is an age-old method of raising funds for school enterprises. Yet only of late has it come into general use. The last few years it has been possible to get school carnival plans and ideas. Several books have been published which furnish stunts to take away the sameness that was once a fault of the school carnival. But the school carnival books did even a bigger thing. They eliminated features of the street fair that were objectionable. They attempted to place the school carnival on a sound basis pedagogically and they have succeeded immensely.

Hallowe'en is a popular season for school carnivals. Perhaps it is more popular than it deserves to be. The many parties and festivals that come around the last day of October are apt to cut severely into a school's carnival crowd. Since a big crowd is the first essential of a successful school carnival, the management should consider the possibility of a better time than at the Hallowe'en season. Besides giving the carnival free range, another date set will leave Hallowe'en free for an all-school masquerade, which is often as much in demand as the carnival.

However, where a school carnival on Hallowe'en has become a custom and where everything gives way to it there is no better season. The spirit of the occasion is much in keeping with most carnival interests.—*How to Plan and Carry out a School Carnival.*

October, 1935

Alice in Blunderland Meets the Tax Protesters

A Playlet

Beulah Jo Wickard

(The stage is bare save for two modernistic trees against the gray cyclorama. At one side of the stage a man and woman are seated on a bench with a great many long sheets of paper. The man is smoking a big black cigar. He wears a derby, and has on a bright necktie, and a tremendous watch chain draped across his vest. The woman wears a drab dress, a drab hat, and a very drab look. She is sharpening pencils for the man. There is a pile of shavings on the floor. The man writes furiously for a minute---then hurls down his pencil. Mrs. Protester hands him a fresh one. This happens repeatedly.)

Enter from left--Alice and the Mad Hatter. The Hatter is carrying his tea cup. He wears nose glasses on a ribbon, a spiketailed coat, a winged collar, and a very high hat.

The Hatter turns to Alice and makes a grand gesture toward the trees.

MAD HATTER. Ah! We approach the great forest.

ALICE. What forest? I just see two trees.

MAD HATTER. Exactly. You remember the old saying, "I can't see the forest for the trees."

ALICE (rubs eyes and stares again). I can't see the forest for—

MAD HATTER. For the trees.

ALICE. No—for—for there isn't any forest. And it's rude to finish other people's sentences.

MAD HATTER. That depends.

ALICE. Depends on what?

MAD HATTER. On the sentence. If it were a jail sentence, it would be a kindness to finish one for somebody.

ALICE. You're getting silly. Oh-o-o-o, who is that funny man writing with the big pencil and who is that funny woman whitening all over the place?

MAD HATTER. They are the protesters.

ALICE. The what?

MAD HATTER. The tax protesters.

ALICE. You mean they protest the taxes?

MAD HATTER (disgusted). You are growing very disconcerting. You may be able to see the forest presently. That couple is in the forest—right in the middle of the forest.

ALICE. How can they be in the forest when there isn't any forest?

MAD HATTER. How can there help be a forest if they are in the middle of it?

ALICE (thoughtfully). That's right, of course. I hadn't thought.

MAD HATTER (smiles wryly). You're among friends. They haven't thought either, at least not lately. They sit all day in the forest of ignorance just protesting.

ALICE. How terrible. What do you suppose they are protesting now?

MAD HATTER. Wait here. I'll look. (He tiptoes up and looks over the shoulder of the protester, then tiptoes back.)

MAD HATTER. He has just written in big letters—I PROTEST THE JUNIOR HIGH SCHOOL. And he keeps mumbling to himself "It makes the taxes too high. It isn't worth the money."

ALICE. But they can't. They shouldn't. They really must not. I go to a junior high school, and I love it. I don't want them protested. They ARE worth the money. (She sits down and begins to cry. The Mad Hatter watches her a moment, sadly, then offers her his handkerchief.)

MAD HATTER. I really wish you wouldn't cry. It dampens the place so. And forests are always too damp anyway.

ALICE. What can I do? How can I prove to them they are terribly wrong? How can I make them see.

MAD HATTER. You can't. Nobody can—until—

ALICE (eagerly) Until what?

MAD HATTER. Until someone drops the scales from their eyes.

ALICE. May I drop them?

MAD HATTER. Yes. And when they are dropped and they can see, let's call in all the homerooms from your junior high school to show them what's what, and why—

ALICE (delightedly). Oh—I'm so glad they are going to see. You're a trump!

MAD HATTER. Nothing of the sort. I'm a hatter. Wait here. (The Hatter disappears, but comes again with two pairs of scales each on a rope.)

ALICE. What are these?

MAD HATTER. The scales. You want to drop the scales from their eyes, don't you?

ALICE. Yes, yes. *(She walks over hurriedly and lowers a pair of scales in front of each protester's eyes.)*

MR. PROTESTER. Funny. It's so light all of a sudden.

MRS. PROTESTER. And my eyes don't ache so from the darkness.

ALICE. It worked. *(To Mad Hatter frantically.)* What now?

MAD HATTER. Now call the home rooms. You call the seventh; then I'll call the eighth grade; then you call the ninth grade. I guess we'll show them, won't we?

ALICE. *(Calls seventh grade home rooms. Mad Hatter calls eighth grade. Alice calls ninth grade. As each home room presents its stunt she watches delightedly. The protesters look on with growing interest. When all home rooms have been presented the protesters both clap lustily and shout.)* More, more!

ALICE. That's all. There isn't any more.

MR. PROTESTER. What kind of a school did those children say they represented?

ALICE. The junior high school. And that's what you're protesting. Please don't sir. Do they really cost you so very much a year?

PROTESTER. Well—not so much, I guess. Not so much as my cigars, but—

MRS. PROTESTER. Let's not protest any more, Henry. If that's what the junior high school is like we want it. And I'm so tired of sharpening pencils!

MR. PROTESTER. All right. But what are we going to do with all the pencils if we quit writing protests?

ALICE. If you haven't any use for them, sir, the children in the junior high school can use them to work their arithmetic.

MR. PROTESTER. That's great. Then they'll be in good hands. But what shall we do with all the protests. It seems a shameful waste of paper.

(The Mad Hatter advances cup in hand)

MAD HATTER. If I might suggest, sir, or whether I might or not,—why can't the junior high school children write the first draft of their English compositions on the blank side?

MR. PROTESTER. A capital idea. You're a trump!

MAD HATTER. That makes twice that mistake has been made this very afternoon. In this depression game—hearts are trumps.

Remember that, please. And if you don't forget that it's hearts that matter, we can carry all the tricks, and make a grand slam in the very face of old man misfortune, and old lady ignorance.

MRS. PROTESTER *(gathering up pencils gives them to Alice. The Mad Hatter and Mr. Protester are gathering protests. The Mad Hatter holds up the long sheet which has on it, I PROTEST THE JUNIOR HIGH SCHOOL. He frowns at it. Then he cries.)* I have an idea!

ALICE. Your ideas are usually much better than your, tea but why have one now? It's really past time for this assembly to be over.

MAD HATTER. Look, Mr. Protester, by just changing the letter "s" to "c", it will read, I PROTECT THE JUNIOR HIGH SCHOOL.

MR. PROTESTER. Yes sir. *(He takes pencil, makes a strong "C". He stands back.)* Yes sir. That looks much better. And I'm just going to set it right here, where all passersby can see it.

ALICE. And now—let's all remember. No matter how poor the world gets, hearts must be educated so that they may be strong hearts, brave hearts, true hearts, and always—HEARTS ARE TRUMPS!

CURTAIN

"It is the man who looks back upon a cheated childhood who becomes a menace to public peace. He is neither fad nor fancy. He is not cheap. He holds a bill of arrears against society, and he intends to collect it. If society were wise it would incur no such debts."—Angelo Patri.

The best social service that the average man can perform is to do his regular work well.—T. N. Carver.

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for
Party Favors, Grab Bags, Fish Ponds, Etc.

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Assorted jewelry, puzzles, games, toys, and noise makers. Excellent value. Satisfaction guaranteed.

50 Assorted Items (No. two alike) \$2.00
2 Assortments \$3.50
Terms cash-with-order. Postage paid.

THE SCHOOL SPECIALTIES CO.,

601 Gumbel Bldg. Kansas City, Mo.

October, 1935

News, Notes, and Comments

To South Dakota goes the honor of originating the Junior Historical Society of America, about which R. W. Kraushaar writes this month. The founder was Barrett Lowe, superintendent of schools at Wessington Springs, South Dakota.

The following are the members of the **ADVISORY COUNCIL**:

Lawrence K. Fox, president (Supt. Dept. of History, Sec. State Historical Society).

J. T. Milek, vice-president (Pres. State Historical Society).

R. W. Kraushaar, executive secretary-treasurer (State H. S. Supervisor).

Barrett Lowe, 2nd vice-president, Founder (Supt. City Schools, Wessington Springs, Counselor Chap. 1).

Carl Christol (Head Dept. of His., U. S. D.).

N. E. Steele (Executive Secretary of S. D. E. A.).

S. B. Nissen (Editor S. D. E. A. Journal).

I. D. Weeks (State Supt. Public Instruction).

L. E. Gerber (Alcester—Counselor of Chap. No. 2).

Elgie Coacher (Onida—Counselor of Chap. No. 3).

R. Y. Chapman (Yankton—Counselor Chap. No. 4).

J. F. Slocum (Salem—Counselor Chap. No. 5).

The member schools have their own organization. The first convention was held at the University of South Dakota at Vermillion on Friday, April 19, 1935. The following state officers were elected: Tom Lewis, Yankton, president; Donald Anderson, Alcester, vice-president; Arvid Shulenberger, Wessington Springs, secretary; and Nono Bali, Hurley, curator.

In the fall of 1933, the American history class of Marshall high school, Minneapolis, in association with the advanced art class, proposed that a program of historical murals be developed. During the 1933-34 school year four murals were completed. The titles given to these murals were "Exploration and Discovery," "The Constitutional Period," "The Westward Movement," and "The Machine Age."

The history students, as their responsi-

bility, searched for pictures of personalities pictured, found pictures of period furniture and costuming, and helped to raise some of the funds for the project. The art students executed the actual drawing.

The murals were drawn on the reverse side of oil cloth. The work was done in oil, representing the first time any of the twelve art students had worked with oil. Miss Irene Roskilly, art teacher, supervised the work. A very significant amount of enthusiasm was engendered among these students and their parents, the latter making several visits to the school to follow the development of the murals.

Mr. Ross N. Young, principal of the school, conceived the idea of launching a ten year program of mural work. Many of the subsequent murals will express school life, characters from literature, and social experience. These murals and others will be placed in the halls, classrooms, and auditorium of the school.

NATIONAL ORGANIZATIONS WITH EXTRA-CURRICULAR INTERESTS

National Council of Y.M.C.A., 347 Madison Ave., New York, N. Y.

National Congress of Parents and Teachers, Washington, D. C.

National Recreation Association, 315 Fourth Ave., New York, N. Y.

H. V. Church, Executive Secretary, Dept. of Secondary School Principals, 3129 Weno-nah Ave., Berwyn, Ill.

Junior Red Cross, American Red Cross Headquarters, Washington, D. C.

Bruno E. Jacob, Secretary, National Forensic League, Ripon College, Ripon, Wisconsin.

National Bureau for Advancement of Music, 45 West 45th St., New York, N. Y.

Girl Reserve Department, 600 Lexington Ave., New York, N. Y.

Boy Scouts of America, 2 Park Avenue, New York City.

Girl Scouts, 670 Lexington Ave., New York, N. Y.

4-H Club, R. A. Turner, Field Agent, Extension Service, U. S. Department of Agriculture, Washington, D. C.

Boys Club Federation of America, 630 Graybar Building, New York City.

Pathfinders of America, 312 Lincoln Building, Detroit, Michigan.

Camp Fire Girls, Inc., 41 Union Square, New York, N. Y.

Junior Achievement, Inc., 33 Pearl Street, Springfield, Mass.

Pioneer Youth of America, 45 Astor Place, New York, N. Y.

Sportsmanship Brotherhood, 342 Madison Avenue, New York, N. Y.

Woodcraft League of America, Inc., Santa Fe, New Mexico.

Knighthood of Youth, 70 Fifth Avenue, New York, N. Y.

Self-Governing Committee, Inc., Richard Welling, 2 Wall Street, New York City.

National Self-Government Committee, Inc., 80 Broadway, New York City.

Allied Youth, 1201 16th St., N. W. Washington, D. C.

280 COLLEGES RELAX RULES FOR 1,000 PROGRESSIVELY PREPARED

St. Louis—Reorganization of the American secondary school system is predicted by leading educators if a forthcoming test of the "collegiate" phase of an eight-year experimental plan proves successful.

Wilford M. Aiken, of St. Louis, chairman of a special committee appointed by the Progressive Education Association to investigate the relation of high school and college, has announced that 280 major universities had agreed to waive entrance requirements next fall for 1,000 "progressively educated" high school graduates.

Selected from thirty high-ranking secondary schools throughout the country, the students have been hand-picked to demonstrate the superiority of "progressive" education principles over the "mold" methods of the past, Mr. Aiken said.

The colleges for the next five years will admit chosen graduates of the thirty schools without regard to formal requirements. The students will be educated during high school along lines of personal interest and aptitude. They will not be required to take the subjects now demanded for college entrance.

The eight-year experimental plan, originated in 1932, was endowed last year by the Carnegie Foundation for the Advancement of Teaching. The schools co-operating, both public and private, extend from Boston, Massachusetts, to Eagle Rock High School, Los Angeles.—*The Journal of Education*.

A group of selected American girls sailed on board the S. S. Caledonia from Boston on July 6th, under the leadership of Miss Edna McDonough, executive secretary of the International Friendship League. Bulletins sent out by the League from time to time give a vivid picture of the experiences of the girls engaged in carrying on this project in bettering international understanding. The office of the International Friendship League is 41 Mount Vernon St., Boston, Massachusetts.

NEW MICHIGAN LAW BANS WALKATHONS

Michigan joined the list of states which have helped to protect young people from exploitation and health hazards by prohibiting walkathons and similar endurance contests, when the state legislature recently enacted a law making it unlawful for any person to promote or participate in such contests.

The time has now come when we must give more attention to the individual in providing the proper experiences for him in the schools, and relating these to the work he may be called on to do.—P. T. A. Messenger.

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Have You Read These?

By the Editor

The elephant ran away disgusted because the children ate all of the peanuts so we had to . . . but let Frances Mary Hughes tell you about it in "The Second Graders Have a Circus" in the September number of *The Progressive Teacher*.

The average classroom is about as attractive as the average prison cell—square, grimy-walled, hard-seated, uncarpeted, and generally severe. Need it be? Charles E. Packard is one of the many teachers who believe not. Read his article, "Beauty in the Classroom," in the *Journal of Education* for July 17, 1935.

Why not replace our more or less periodic international butchering matches—commonly called wars—with international foot ball games? Such an activity would be less expensive; it would develop most of the virtues claimed for war; and it would settle about as much. So says Walter W. Parker in, "Football as a Substitute for War," in *School Executives Magazine* for July.

"Man no longer regards it a disgrace to be a 'good animal'." What are we discussing? Sh-h-h-h-h—sex education. So be careful about reading further. For a long time the teaching, both religious and secular, in this field has been marked by misinformation, mis-emphasis, and lack of logic. Happily now there is a movement to bring science, accurate data, and reason to bear on the problems of this all-important topic. In this connection, "Sex Problems in the Teens," by Dean Francis Bradshaw of the University of North Carolina, in *Parents' Magazine* for August, is well worth the reading by any parent or teacher.

In which month occur the greatest number of student accidents? Do more accidents occur in the school buildings or on the school grounds? Do more accidents occur in and around the school, the home, or away from school and home? Bet you don't know the answers to these questions. Alvan D. Battey does and you can know them too if you read his article, "Student Accidents," in the Sep-

tember number of *Safety Education Magazine*. And, more important, you will get some ideas on how to utilize this and other material in the prevention of these accidents. Florence Nelson's "Up-To-Date With Safety," in this same magazine, will give you additional help.

If at any time you or your students feel that the school day, week, month, and year are too long, look up "The Growth of School Leisure Time," by John P. Sullivan, in *School and Society* for August 17, 1935. You will probably feel much better after comparing the length of your present school sessions with those of earlier times.

"The business world has had few practices in unethical competition that cannot be matched somewhere in the college world," is a statement from the Turck Report of a study of the "traffic in students" in 146 colleges. This investigation was sponsored by the Association of American Colleges. "Gyp students," "bribed students," "the procurer of students," "fall trade," and "shanghaiing students," are a few of the expressions Thomas M. Johnson uses in his startling article, "We Buy New Students," in *The Readers Digest* for September. By all means read it.

Would history have been different if Napoleon had taken a little more exercise, the Kaiser had chopped logs before the War, the Girondins had modified their diet, or Henry the VIII or Ivan the Terrible had been more healthy? Would the outcome of the Geneva Disarmament Conference have been different had there not been so much heat, smoke, and so many official luncheons? Beverley Nichols shows some interesting relationships in, "Health and History," in the July number of *Scribner's Magazine*.

"Will Your Child Be a Leader?" by Lois Jack and Dorothy E. Bradbury, who are associated with the Iowa Child Welfare Research Station, in *Parents' Magazine* for July, is an article that should be read by every teacher and every parent.

October, 1935

Have School Clubs

Edgar G. Johnston, Department Editor

"The development of school clubs on the extensive scale now found in the public high schools represents a criticism leveled against the school curriculum." In this opening sentence of a recent bulletin of the Office of Education (1) the author sounds the keynote of a sound philosophy of club activity. Those responsible for club administration or sponsorship will find valuable suggestions in this monograph based on a study of clubs in 883 high schools scattered throughout the United States and including junior, senior, junior-senior, and four year high schools. The report presents information showing the extent to which school clubs exist in public high schools, the kinds of clubs reported, organization of clubs, and representative club programs. Since the schools reporting include almost a million school pupils in their enrollment—16% of the pupils in public secondary schools—the report presents a comprehensive picture of club activity in the American high school.

Ninety-two and four tenths per cent of the schools reporting have school clubs and the average number of clubs per school is 12. This indicates a very general recognition of clubs as an essential part of the school program. The fact that club membership, on the average, includes only 44.8% of the school enrollment (38.5% for the senior high school) suggests a pressing problem of distribution of participation which is still unsolved for most schools.

Proffitt reports comparative figures for different kinds of clubs classified according to type, plans of organization and administration in vogue in representative schools, and descriptions of a number of the most interesting club programs submitted by individual schools. The bulletin represents a valuable and inexpensive addition to the literature on extra-curricular activities.

Some Unusual Clubs

(Selected from Proffitt's bulletin by permission of the United States Department of Interior.)

ARCHERY CLUB, Senior High School,

(1) Maria M. Proffitt. High School Clubs, Bulletin 1934, No. 18. Office of Education, Superintendent of Documents, Washington, D. C. Price 10 cents.

San Diego, Calif.—Members of this club shoot weekly "on target" and on occasional hunting trips into the hills. They also build bows, arrows, targets, and equipment in general. The special interests of the club are competitive shooting, hikes, and camping trips. Out of a total number of about 34 complete works on archery, the club has been able to obtain about 12. The members study these books and gain historical, engineering, and statistical information.

Two members after graduating put themselves through college by making equipment for sporting-goods stores.

The club meets once a week or oftener, outside of school hours. It elects its officers and has a faculty adviser.

Both boys and girls are active in the club. Most of the equipment is made in the wood shop of the school in regular class periods. Some is made at home in accordance with plans and instructions of the class adviser.

BRAILLE CLUB, West Junior High School, Lancaster, Pa.—This club was organized through the cooperation of the Lancaster branch of the American Red Cross. The object of the club is to teach girls to write Braille and to write stories and articles for the blind to read.

The course consists of ten lessons and a test which must be correctly written and sent to the Library of Congress, Service for the Blind, Washington, D. C., for approval. After the lessons are completed, each student writes a 50-page manuscript. This is usually a magazine short story selected by the girl herself. This manuscript is also sent to the Library of Congress and when approved is sent by it to some school or institution for the use of the blind. For this service the girl receives a Braille transcriber's certificate.

For the past 2 years this club has written Christmas cards in Braille for all the blind people in Lancaster county who read Braille.

The meeting time is spent partly in instruction and partly in writing Braille. It is not desirable to have too large a group because the equipment is expensive and the

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work is difficult. The Red Cross furnishes the Braille slates and the paper and the school buys the manuals.

The Braille club at West Junior High School has the distinction of being the first club of junior high school age students in the United States doing Braille transcribing.

CAMERA CLUB, Bay View High School, Milwaukee, Wis.—The camera club is one of the units of the science club. All pupils who take science may join the science club, providing they are passing in all their subjects and have a class mark of 75 per cent in the science they are taking. The club is organized on the city management form of government.

Because of the nature of the work to be done by the camera club, membership dues are required. This serves to keep down the number of members and furnishes money for the purchase of films, paper, and other supplies. The officers are a president and a vice president.

The club meets after school every day. Members are not allowed to work more than 1 day per week. (The size of our dark room makes this necessary.) The meetings are for the purpose of developing films and printing pictures. Information is obtained by individual study and experience. When individuals become expert enough to make good pictures they are given instruction by the president or vice president in enlarging good negatives.

The main outside function of the club is to take pictures of various school activities, develop the films, and make pictures for publication in the school paper, and to advertise school affairs.

The club has developed many boys to the point where they have started out in the photographic business in a small way. There are several boys at the present time whose only source of income is the money they make in practicing amateur finishing for friends and acquaintances.

FORESTRY CLUB, Boys' Technical High School, Milwaukee, Wis.—The club meets twice a month after school hours and receives instruction along simple forestry and conservation lines. Regular club meetings are also held twice a month at which time a regular program is given. The programs include addresses, the showing of slides and films, and discussions all devoted to phases of forestry.

Every year the club plants pine seedlings or transplants. To date it has planted 24,000

pine and spruce seedlings. Most of these were planted at Moon Lake, the Isaac Walton Wild Life Refuge, near Kewaskum, Wis. Arbor Day programs are conducted by the school in conjunction with the forestry club. Shade-tree planting and tree pruning is demonstrated by club members to hundreds of boys each year. One year a fish-planting demonstration was given at which 10 cans of fish were planted. At the annual State teachers' convention the club members erect a booth and portray one or two main ideas in forestry and conservation.

MOTOR TRAFFIC CLUB, Garfield High School, Akron, Ohio.—One of the first things done by the Motor Traffic Club was to study data relative to accidents before and after the inauguration of regulated traffic rules some 20 years ago. The club also discussed accidents connected with railroads, airplanes, private and commercial cars, elevators, etc.

"Traveling speeds" correlated with "thinking" distances have been discussed, as well as different types of pavings and the special danger of each when covered with rain, snow, and ice.

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The club meets once a week after school. It has its own officers and a faculty adviser.

A direct appeal has been made to more than 200 Garfield students to discourage all children from playing in the streets, mainly by suggesting and urging them to play in vacant lots or on school grounds. The Garfield Motor Club volunteers have been asked to solicit the co-operation of parents in this work.

Edgar G. Johnston is Professor of Secondary Education, University of Michigan, Ann Arbor, Michigan. Arrangements have been made by which Dr. Johnston will direct this SCHOOL CLUBS department each month.

HOW OUR STUDENT COUNCIL DOES IT

(Continued from Page 6)

school. The eliminations were conducted in the home room by the home room teacher. The home room winners were brought together in the auditorium where the final winner was selected. As a reward to the spellers, the council presented a fountain pen to the first prize winner and an Eversharp pencil to the second prize winner. The home room which was fortunate enough to have the best speller of the school received a pewter cup, on which is engraved the year of the contest, the winner's name, and his home room number along with the name of the contest for which it was presented. Next year this cup will be passed on to the home room of the winner of the 1935-36 Spelling Bee.

The student council sponsors a Thrift Council. During the general home room elections in the fall a Thrift Council Representative is elected by each home room. The duty of this representative is to conduct banking each Tuesday within his home room.

The Safety Patrol was started several years ago by the council. From the Junior and Senior boys, who volunteered, ten were selected to make up the Patrol. They functioned four times daily, 8:10-8:30; 11:45-12:00; 12:40-1:00, and 3:45-4:05. They directed traffic at the street crossings in front of the two school entrances. These boys deserve a lot of credit because, regardless of the weather, they are on duty, and the student group deserves praise because it was most co-operative.

Each year the student council presents a gift to the school. It is referred to as "Our gift." The council has presented velvet drap-

eries for the twenty-four windows of the auditorium, a cabinet radio, a graphophone, an illuminated bulletin board, a movie screen, uniforms for our band of 35 members, and an ink filling station for the hall.

The final function of the student council each year is the student council-honor society banquet. The banquet sounds more than it is. It really is a covered dish dinner. All the work is done by the members. Each member is assigned to a committee and these units arrange for some phase of the dinner. Every one enjoys himself and no one is burdened with work. The attendance at these dinners varies from eighty-two to eighty-five.

This paper presents only a bird's eye view of the work of the student council of the Latrobe High School. The details of the various activities would be too great to be presented here. It is enough to say that the council is a success and that it is a success because the members enjoy the opportunities to serve their school.

J. R. Beatty is faculty adviser to the student council of Latrobe High School, Latrobe, Pennsylvania.

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Turner Center, Maine

October, 1935

Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

TO SELL PUBLICATIONS

James Fox

When the NRA first came into existence and there was so much talk about codes one high school staged a program that kept the students talking for a week. At the end of the week the subscription list had grown so that it was larger than any previous "depression" list.

For the stage setting of the assembly stunt the editor of the paper sat behind a desk in the center of the stage. The desk was stacked with rolls of paper representing codes. The editor represented Hugh Johnson. In turn the janitor, Betty Co-ed, the lazy student, the athlete, the teacher, and the old fashioned girl came across the stage, performed actions in keeping with the character, and recited several lines of doggerel about his code. Each number was written by a staff feature writer to the meter of some familiar song, and accompanied with soft music during the program. Following the appearance of the Old Fashioned Girl, the staff representative came onto the stage. To the tune of the school song she recited sales points about the paper.

Funny costumes, use of melodramatic acting, and student "types" made the program more hilarious. At the close of the program news boys passed out specimen copies of the paper and pledge cards for the students to sign. These pledge cards were promises to pay for a subscription by the end of the week. It was found at the end of the week that everyone had kept his promise.

Even though other schools may not care to use the code program, it should suggest similar programs that can be used.

Why not, for example, present a "Recovery Revue?" Work out the same stage setting with the editor representing Franklin D. Roosevelt. Instead of reciting codes, the various characters recite "plans for recovery."

Patriotic decorations and music would not be out of place. Be sure to exaggerate all acting. After a short fanfare let F. D. R.

start the program with an outline of the future as he sees it.

Following this burlesque Huey Long's "share the wealth," Hoover's "chicken in every pot," Townsends "\$200 a month old age pensions," Russia's "socialism and the five-year plan," or any others that happen to suggest themselves. Besides these you can use individual characters familiar in the school as was done with the code program. End it all, of course, with the staff representative explaining the "prosperity plans of the paper."

OLD FASHIONED APPLE BUTTER

Matilda Rose McLaren

Fun—congeniality—team work—apples! The result is good old fashioned apple butter to sell. The time—a Friday night and a Saturday. Place—any school.

Appoint a committee to scout around for an old fashioned copper kettle in which to cook your apple butter and also a committee to find apple peelers. On the night before the big cooking gather in someone's basement, garage or in the home economics kitchen at school for the fun of peeling apples. You will need three and one-half to four bushels of fruit. The boys will enjoy playing with the peelers while the girls cut out the bad spots and quarter the apples. Slice apples as for pie so they will cook through more rapidly. For overnight containers, use large clean washtubs. When a tub is filled, cover it with a damp tea towel to keep the apples from turning too dark before morning. While the apple peeling is on, you will enjoy little friendly contests for champion workers, telling Hallowe'en and ghost stories, eating doughnuts and drinking cider.

Next morning let the boys build a wood fire—coal is too hot—under the large kettle and put one half of your peeled apples into the kettle with a little water added to keep them from sticking before they draw their own juice. As the apples cook down, add the remainder. When all are cooked through, gradually add alternately forty-five pounds of sugar and two and one-half gallons of

cider. This cider you can boil down to syrup consistently the day before to save time on the day of the big cooking. Warning: Unless apples are thoroughly cooked through before you add the cider they will toughen and then the finished result is lumpy. You want it to be very smooth, of course. Be sure that you stir constantly with the big paddle which accompanies the kettle. Should your apple butter stick at any time, you will have to dip it all out into other utensils and scour your copper kettle lest it taste burned.

A good stunt to keep this from happening is to scald and scour about five silver dollars or half-dollar coins and throw them into the butter after it begins to boil hard. As your paddle stirs systematically back and forth you thus get double action.

At the end of about four hours of boiling, add one tablespoonful of salt and a sugar sack into which you have tied one and one half ounces of whole cloves and six ounces of stick cinnamon. At the end of about eight hours of boiling, from the time you start, you may begin to test the butter. If, when a little of it is removed into a saucer, it is so thick that it stands alone, and also, if there is no watery edge around the little mound it is ready to can.

Use pint mason jars. Cover each filled jar with liquid parafin and seal. This makes ninety-six pints of old fashioned apple butter. Sell at a good price.

FOR A DRAMATIC CLUB PARTY

Agnes Curtis

Here is something for your Dramatic Clubs!—A suggestion that will make the club members talk and eat drama—and love it.

Construct a small stage as the centerpiece of your table. The front and the back of the "stage centerpiece" is made alike so that, when placed on the table, the effect will be the same on both sides. A flat cardboard box fastened to a large oval of cardboard forms the foundation. Cut a wide strip of matstock or light weight cardboard and fold to form the roof and the sides of the stage. Fasten the ends of the matstock to the sides of the box with gummed cloth tape. The front and the back of the stage is faced with matstock which extends beyond the sides and the roof. Cover the outside and the inside of the stage with crushed gold paper. Add curtains of purple crepe paper tied with am-

ber crepe paper rope. Along the top of the stage front and back add fringed drapery of violet crepe paper. The figures are dolls dressed in colonial costumes. Green festoons folded throughout the center lengthwise are pasted in overlapping rows to the base around the stage to represent grass. For favors use little dolls, costumed in colonial dress. Make old fashioned bouquets with narrow ribbons tied to the stem for place cards.

CO-OPERATIVE ADVERTISING

Lillian Shuster

When football "home games" are played at Porca City, Oklahoma, the Business District is a riot of red and blue. In front of each place of business, mounted on an eight-foot staff in a hole at the outer edge of the sidewalk, a school flag of red and blue is displayed to announce the coming football game. These flags are made by the pep clubs and sold to the merchants at cost. The merchants put them out the morning of the game, and take care of them between games. A

KAGAWA - - - -

THE GREAT JAPANESE LEADER

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university students that "no graduate ever need be out of a job. Let him organize and run a cooperative." Dr. Arthur E. Morgan and Dr. Glenn Frank have recently repeated this opinion.

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October, 1935

large street banner across the main intersection gives the date and the names of the teams to reach game. This display of Ponca City colors helps create a festive atmosphere, which heightens school spirit and increases attendance at games. Try it sometime in your town.

JOKE DAY

Martha M. V. Vyth

Teachers of English will find this a happy technique for composition classes as well as a "money-maker" for activity funds.

Set a date several weeks ahead for a "Joke Day." Meanwhile give the students time to write up worthwhile jokes for publication. They will observe many funny happenings. They will be able to write jokes that are suggested by other jokes they have read or heard. They will hear jokes told by their friends. Let those jokes be written up and submitted to a committee for evaluation. Eliminate all that are trite or overworked. Have those that are not well-written, reconstructed. Destroy all that do not have sufficient pith or point to be worthy of consideration or those which are too personal. Make copies of the jokes by use of a stencil duplicator. Bind with a wire stapler and sell the books to friends of the school. Magazines and newspapers sometimes will buy really good jokes that are written from a new slant.

AN ESSAY ON RILEY

Kate Alice White

(October 7, 1853 is generally accepted as the birthday of James Whitcomb Riley. The following stunt may be used to commemorate this event.)

Cast

MARY
ELSIE
MAY
DOROTHY

(Boys or girls to recite the various Riley poems)

(The stage is set to resemble a living room. Mary is seated at a table near the center of the room busily writing. She writes for a short time after the curtain has been drawn.)

MARY (looks up from her writing). I hope that Miss Smith likes this essay. I've cer-

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tainly worked hard enough at it. (There is a rap at the door. Mary goes to the door.) Come right in, girls. (Elsie, May and Dorothy enter).

ELSIE. Are you going to the game?

MARY (shakes her head). I'm sorry but I can't.

MAY. Why, Mary, I'm surprised that you're not going to the first football game of the season.

MARY (slowly). I'd like to go but I have to finish my essay.

DOROTHY. Your essay on Riley? (Mary

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nods her head) Oh, I finished mine before I left school.

MAY. So did I.

MARY. Well, I worked hard on mine but it didn't suit me so I decided to bring it home and finish it.

DOROTHY. Well, I had him born and write poems and die. I didn't find much else to write about.

MAY. Neither did I. Say, Mary, did you find out why they called him the "Hoosier Poet?" I looked some but couldn't find out why.

MARY. Folks who are born in Indiana are called Hoosiers. He was born in Indiana.

MAY. Now I never would have thought of that.

DOROTHY. If you're not going to the game, Mary, we'd better be going. I want to see the team make its first touchdown.

MARY (as they start out). I wish I could go girls, but I must get my essay or I won't have it finished to hand in tomorrow . . . (They go out) Good by, girls. I'm sorry I'm so busy.

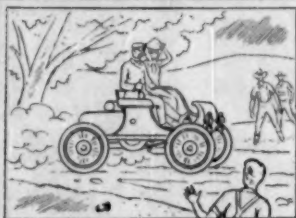
MARY (sits down and writes industriously then takes up her paper and reads). James Whitcomb Riley who has written so many beautiful verses for children was born in the midst of the lovely Indiana country, in the little town of Greenfield. His love of nature gave him joy because he saw so much in the life around him there and felt so deeply and truly about everything he saw. Buddy Riley, as his boyish pals called him, wandered through the fields around his home and watched the big lazy bumblebees as they made their visits to the flowers.

(Writes as "The Bumblebee" is recited)
(Reads)

Even the tree toads came in for their share of attention. They hollered and hollered until they impressed themselves on his mind and did not hush until he wrote "The Tree Toad."

(Writes as "The Tree Toad" is recited)
(Reads)

Is the autumn of the year, Buddy with his friends wandered through the rustling fields of corn where huge golden pumpkins



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lay ready to be harvested. The memory of the plentiful harvest made him write "When the Frost Is on the Punkin."

(Writes as "When the Frost Is on the Punkin" is recited)

(Reads)

Buddy's father, who was a lawyer, had a man of all work who mowed the lawns and did the necessary work about the yard. He has been immortalized in "The Raggedy Man."

(Writes as "The Raggedy Man" is recited)

(Reads)

"Our Hired Girl" is a childish memory of one of the girls who helped his mother in the kitchen.

(Writes as "Our Hired Girl" is recited)

(Reads)

There were many dark lonely nights when he had to go upstairs alone to bed. Goblins peered at him from every corner of the room. They were worse when he had been naughty. But the goblins served their turn for they gave us "Little Orphant Annie."

(Writes as "Little Orphant Annie" is recited)

(Reads)

Earthquakes made him wonder and wonder. What would happen if the earth should burst through? Maybe the stable might fall, maybe it might be swallowed up. Where would he go and what would he do? Well, he and Pop were scared "Clean-plum-through."

(Writes as "When the World Bu'sts Through" is recited)

(Reads)

Buddy's father wished him to be a lawyer and study law in his office, but the law did not attract the boy. Instead he slipped away when he had completed the village school and joined a medicine show. There he beat the huge brass drum, as well as acted in the plays that the company produced to attract people to their free show. It was here that he had his first experience in writing for it was frequently necessary to re-write old plays or write new ones. Although much older than "The Runaway Boy," he, too was a runaway and probably was often homesick.

(Writes as "Runaway Boy" is recited)

(Reads)

Riley loved shows. He loved to watch the monkeys in their cages. The monkeys that never laugh like you and me.

(Writes as "The Funniest Thing in the World" is recited)

(Reads)

Riley did not stay with the medicine show very long but became a sign painter. The writing that he had done while with the medicine show had, however, awakened within him a desire to write. Before he was twenty years old, he was writing poetry and contributing to the papers. It was not long before he quit sign painting entirely to take up the vocation which became his life work. As the years sped by, Mr. Riley's poems became better known and loved. Although he wrote some beautiful verse in the English of Elizabeth, he is best known by the verses which he has written in the Hoosier dialect.

While much of his poetry is humorous, there is pathos in many of his best loved poems.

(Writes as "Waitin' Fer the Cat to Die" is recited)

(Reads)

Although Riley never married, he was very fond of children. Perhaps one of the happiest moments in his life was when the children of Indianapolis, in 1913, observed his birthday. It was in 1916, at the age of sixty-three, that he went to meet Aunt Mary who was waiting for him.

(Writes as "Out to Old Aunt Mary's" is recited)

(Reads)

Mr. Riley has amused us with the humor of his poetry. He has made us all better by his gift of song. He has made us love nature more by showing us nature through his eyes. But the greatest debt we owe to James Whitcomb Riley is for his ability to make us see and appreciate the life and spirit of the plain Hoosier folks. Mr. Riley, is, indeed, the poet of the people. (She looks at the poem as though reading it. Suddenly there is a loud shout outside. Mary looks up.) The game must be over. I wonder who won. (Runs out).

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Mary D. Hudgins, Department Editor

AFTER THE FOOTBALL GAME

Jack Means

It is good sportsmanship to entertain the visiting team and guests who have accompanied the players. More inter-school and inter-community good will can be created in an evening of fellowship than could be secured through an hour's cheering of a defeated or victorious opponent out on the field.

Better issue a general verbal invitation. Written invitations may mean that somebody is overlooked and feelings unnecessarily hurt. Keep the spirit of the gathering friendly and informal. Appoint half a dozen teachers, girls and boys as hosts and hostesses. See that they feel a definite responsibility for the report that "a good time was had by all." In selecting partners for games and refreshments, make sure that a visitor is paired off with a home-towner whenever possible.

A large hall (perhaps the gym) will prove an ideal place for holding such an entertainment. As guests enter have them give their names to one of the hosts seated at a table near the door. Be sure that these names are written plainly on small footballs cut from art paper, presented to the persons who bear them, and worn throughout the evening.

Games of the "mixer" type will prove very effective. The idea of hiding small objects of various colors (colors counting 1, 5, 10 and 25 points in favor of the finder) is old, but somehow it always goes over, especially in a group which feels friendly but a bit strange. Merely apply the idea of footballs. Hide several hundred two inch footballs cut from colored art paper. Conceal them, but not too effectively. Then set couples to searching for them. Scores will run wild in this unique football game. A sack of lemon drops or jelly beans would make a good prize for high score.

Forward Pass

Divide the entire group into two teams, for convenience let us say Wisconsin and Missouri. Form two lines, each containing an equal number of Wisconsin and Missouri men, standing alternately. Wisconsin (if it happens to be at the back of each line) is

given the ball. The player must pass the ball along to the Wisconsin player just ahead of him, and pass it in such a way that the Missouri player in between cannot take it away from him. The opposing player (Missouri, in this case) can claim the ball only when his hand rests on the ball at the identical moment that hands of both opposition (Wisconsin, in this instance) players rest upon it. If the one passing the ball succeeds in getting it into the hands of his team mate, and his own hand off the ball before the opponent can touch it, the ball remains the property of his side and may be passed along still farther. If the ball is lost, it is passed along by the opposition in exactly the same way. The team wins which holds the ball when it has reached the head of the line.

Anything short of pinning down the arms of an opponent who seeks to stop the ball will be deemed fair play. Any team mate will be at liberty to use any means he sees fit to divert the attention of an opponent while his fellow player is passing—thus clearing the way for a clear passing of the ball.

Sounds complicated? Just try it once. You'll be sure to like it.

How about a few guessing games? Here are two especially designed for football gatherings.

FOOTball

1. What kind of a foot belongs to a stylish carriage?
 2. What kind of a foot is a thief?
 3. What kind of a foot does a carpenter use?
 4. What kind of a foot is a young mountain?
 5. What kind of a foot does many a school book have?
 6. What kind of a foot is necessary in a theater?
 7. What kind of a foot is free of responsibility?
 8. What kind of a foot does a tramp become?
 9. What kind of a foot is seldom ridden?
 10. What kind of a foot does a bed have?
- | | |
|-------------|--------------|
| 1. Footman | 3. Footrule |
| 2. Footpad | 5. Footnote |
| 4. Foothill | 6. Footlight |

October, 1935

7. Footloose 9. Footpath
8. Footsore 10. Footboard

VICTORY

1. What kind of a win offers a view?
 2. What kind of a win indicates pain?
 3. What kind of a win lifts a heavy load?
 4. What kind of a win is an apple?
 5. What kind of a win pumps water?
 6. What kind of a win does an aviator need?
 7. What kind of a win is an unexpected legacy?
 8. What kind of a win would Frenchmen prefer?
 9. What kind of a win can be felt but not seen?
 10. What kind of a win is a castle?
- | | |
|-------------|-------------|
| 1. Window | 6. Wing |
| 2. Wince | 7. Windfall |
| 3. Windlass | 8. Wine |
| 4. Winesap | 9. Wind |
| 5. Windmill | 10. Windsor |

KNOW YOUR TEAM?

Names of the players on both home and visiting teams are used here. Each name is jumbled, making its unscrambling as difficult as possible. These are listed under the proper line-ups. Double lists are distributed. Working co-operatively, each pair (home town girl and visiting boy or visa versa) must unscramble the list. A prize is offered for the couple finishing first. As for the technique of scrambling letters, JOHN SMITH might easily become HON. J. SHIMT.

Match dinner partners by distributing football segments (cut from art paper). Each ball is cut into two bits. A girl receives one half—a boy the other. Guests thus paired shall find each other by matching ball halves.

Refreshments may or may not carry out the football idea. Brown bread sandwiches (cut oval) will look remarkably like a football. An oval cookie cutter might prove effective too. "Football a la muddy field" would be (quite naturally) ice cream with chocolate sauce. Rectangle cookies iced across with thin ribbons of white icing wouldn't look unlike a gridiron. The same would hold true for rectangle sandwiches stripped with fragments of pimento.

AN OUTDOOR HALLOWE'EN PARTY

Martha Dean

A brown art paper WITCH'S POT forms the invitation. Inside will be found these

October, 1935

lines:

Double, double, toil and trouble?
Come to where the witch pots bubble,
Learn your future—likely bright
Come at next night.

Guests are asked to assemble at some central location. From there the motorcade or procession starts to the witches' camp

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October, 1935

ground. Any number of witches have arrived hours in advance to make arrangements, set the pot boiling and tend to all details of presenting a spectacular camp ground. A fire is burning merrily when the party arrives. Selection of camp site has been made with an eye to eerie effect. Woods, water and plenty of shadows are advisable. Seclusion (no friendly lights from nearby houses) is essential.

Do not try to regulate activities of guests too definitely in an outdoor gathering. Provide plenty of interests and allow each guest to choose for himself.

A TREASURE HUNT (witch's treasure, of course) may be organized. Instead of the usual day-time signs, a flash light held by a will-o-the-wisp leader who goes on ahead will lead the group to final victory. Better have guides stationed along the pathway at the more precarious places to offer the services of a flashlight in crossing brooks and tree trunks. A box of inexpensive small candies will prove an effective treasure.

A. D. 1980

Here is a stunt which will be enjoyed by

everyone, so save it until the entire group is together. Through the dim light thrown from the campfire the group can see the outline of tomb stones. Two sheeted figures are seated in the middle of the picture. They rise and begin to wander about, flashing their lights upon first one and then another of the white slabs. Finally they begin to talk. They are old friends, and old friends of the old friends resting there. The "dear departed" turn out to be the persons assembled. Each in turn comes in for his own "ribbing." For the ghosts in mourning for the friends of "yesteryear" tell of the lives they have lead—a splendid opportunity for some very clever (and never disagreeable) kidding. Coming as a sort of cross between a fortune telling act and a class prophecy it goes over very well.

WITCHES' TALES

Almost every group boasts a fortune teller. This time she is dressed as a witch. She appears from the outer gloom and approaches the camp fire. Pointing her stick at first one and then another of the group she bids them come to the fire and have their future

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told. These fortunes are told in a voice loud enough for everyone to hear. The three or four fortunes so told are offered to persons well known in the group—persons who will prove good sports enough to take a little teasing (for the sake of a laugh for the crowd) in good part.

With the aid of a couple of blankets, a witch's cave may be made. Inside sits the witch-fortune-teller. Here anyone may come for a private or semi-public fortune telling. Palms may be read—or much more effective—a magic flame may write on a piece of apparently blank paper some prediction for the future. (You probably know that lines written in lemon juice disappear when dry, and appear again when exposed to heat—as in being draw back and forth across the tip of a lighted candle.)

Here are some fortunes which may be prepared beforehand (written in lemon juice on slips of white paper, allowed to dry and laid away for the convenience of Dame Witch.)

Your bright career nothing can stop
For you'll soon be a traffic 'cop.

You'll meet your fate this very night
Complexion? Dark—or maybe light.

Fame and fortune your work crowns
When you start designing ultra gowns.

Fame and fortune are both ahead
Just dye your hair a flaming red.

Ever famous you will be
For charm and personality.

Athletics and some athletes too
Quite an appeal must have for you.

You'll find your fate up in the air
And fly around just everywhere.

Remember now and don't forget,
Faint heart ne'er won fair partner yet.

A contest, some not distant day,
Is leading you Hollywood way.

Money, clothes and trips and cars
Are written for you in the stars.

The coming year will see for you
Lots of happy dreams come true.

Troubled? Well now don't despair
Skies ahead are very fair.

In a song and dance act, don't you know
You'll dominate a Broadway show.

With just a bit of pluck and grit
As a novelist you'll make a hit.

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DEPT. A

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Days ahead are bright and fair
But beware of women with red hair.

You'll find your fate, now if you please
Far away across the seas.

A black cat crossed your path today.
You should have gone the other way.

Hold the links for friendship's sake
Have a care lest one should break.

Hold a mirror up tonight,
And see quite a surprising sight.

Someone very close to you
Will always help to see you through.

Hallowe'en lends countless possibilities
for unique entertainment. Scarecrows may
come alive at unexpected moments and in-
dulge in weird dances. Witches ballets may
be arranged quite effectively. (Portable vic-
trolas will come in handy here. (Be sure to
choose suitable selections.)

How about sitting in a circle about the
fire and telling ghost stories—original ones?
Let somebody start, carry the tale on for half
a dozen sentences and stop. The person next
must pick up the tale and carry it along to a
second climax. Finally by a series of blood
curdling climaxes the tale is brought round
the circle where it must be completed by the
person just to the left of the one who started
it.

If the party is held near water, why not
Ships o' Fortune? To the bottom of half a
scooped out orange fix a candle, light and
set afloat. If the boat capsizes—disaster. If
it sails smoothly—a pleasant life. If it land-
locks—uneventful life. If the candle goes
out—trouble. If it come to grief on rocks—
financial difficulties. Sail down midstream
—lucky in love. Provide each guest with a
boat.

Doughnuts and apple cider are always
acceptable as fall refreshments. Taffy apples
prove quite a hit. You don't know how to
make them? They're easy. Just prepare a
pot (witch's pot) of taffy. Boil it down. Pro-
vide each guest with an apple and a tiny
wooden stick such as are found on candy
suckers. The line moves forward to the
"cauldron." As each guest passes, the witch
receives the apple, places it on the stick and
dips it into the taffy mixture. In a moment
the taffy has congealed and the apple is en-
cased in a glaze of waxey sugar. Pop-corn
balls are popular. Don't worry too much
about refreshments. For this sort of an out-

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door party—entertainment, not eating, is the main thought. Serving of food cannot be especially well organized. Avoid food needing dishes or silver. Whatever is served should be offered vagabond style.

It sounds silly—but it might be necessary to warn guests to wear old clothes and comfortable shoes.

AN INDOOR HALLOWE'EN PARTY

Martha Dee

Invitations may be typed on tinted art paper cut to represent a partially unwound scroll. On them should be written

HEAR YE. HEAR YE.

On the eve of all Hallow's Day

Convening in Annual Session

The Amalgamated Association

of

Witches, Ghosts, Goblins

Boggie Men, and

What have you

Meet.

Place

Time

Of course guests will want to dress. For

what is Hallowe'en without the "let's pretend" thrill of it? Ready made costumes are easily obtained, and home-mades are easy to execute. But perhaps some of the guests are not so prepared. Let it be known that a hodge podge of old clothes and costumes will be available in a certain room of the house in which the party is to be held. Guests who have not provided for themselves previously may come an hour early and perhaps rig up a very passable outfit from what is there. (A few bolts of crepe paper thrown in for good measure help along enormously.)

If your town boasts an amateur MAGICIAN, by all means add him to the entertainment features of your Hallowe'en party. Failing this, maybe some chemistry fan can suggest several startling experiments which may be performed quickly and spectacularly.

Provide booths for at least two FORTUNE TELLERS. The more elaborately decorated the booths are, the better will be the general effect. Moons, black cats, witches, pumpkins—any or all—may be pinned to the outer walls of the booths. Seeresses remain on duty during the entire evening. One may tell fortunes by palms. Another might pre-

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fer to read cards. A third may prefer disappearing inks and a magic flame. A fourth might try crystal ball gazing. During refreshment hour still another might read the future in tea leaves or coffer grounds—or if the nature of the drink demands, fruit pulp. (Possible fortunes for use by the reader who prefers disappearing inks may be found in "An Outdoor Hallowe'en Party.")

A Witch's Pot (grab bag) is set up in one corner of the room. If admission has been charged and the party is a money making scheme, there will be a small charge. If not, the Witch's Pot provides a unique and clever way of distributing favors, which may be any penny knick-knacks so necessary to a noisy Hallowe'en.

How about trying a BLACK CAT RELAY RACE? Cats are paired off with witches to whom they belong and may walk only in their shadows. Floor and sun lamps are moved about the room in such a way as to do oddish things to shadows. Half the

witches and cats belong to one team, half to the other. A witch on one team may move only after her sister witch (just ahead of her) has crossed the room. The first team to complete the circuit wins.

Did you ever play SARDINE? It's old but loads of fun, and ideal for Hallowe'en. The larger and more cavernous the house the better. Turn off all lights. Someone is appointed SARDINE. Nobody knows just who. Then everybody hides his eyes and waits for a signal. Away slips SARDINE and hides. Everyone starts searching for him. Into closets, under beds, behind chairs, the trail leads everywhere. At any time one searcher comes upon anyone else he softly inquires "SARDINE?" If there is no answer he seeks farther. If there is a soft answering murmur "SARDINE," he settles down close by the side of the sardine and remains as quiet as possible. Together they wait for other inquiring "Sardine?" whispers, which, since they are sardines, they must answer. Ac-

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commodatingly they move over and make room for the discoverers who become sardines too. The game is ended when everybody has found everybody else, and the entire party is crowded into one huge pile of sardines together.

Here are a couple of contests which may prove slight variations on the guessing contest idea. They may be offered—first one and then the other. Permit guests to solve their problems in pairs. It seems to be more fun and provides for more contacts.

HALLOWE'EN

An exclamation	Ha
To make sacred	Hallow
To permit	Allow
A boy's nickname	Hal
Everyone	All
A meeting place	Hall
Not elevated	Low
A call	Hallo
To be in debt	Owe
To imagine or fancy	Ween

Some will have to be told (but don't do it until the contest is over) and some will already have discovered that the letters making up the required words come from "Hallowe'en" taken in their natural order. The same holds true for the following contest:

SCARECROWS

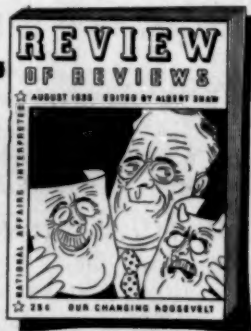
A vehicle	Car
Exist	Are
A bird	Crow
A blemish	Scar
A line	Row
Caution	Care
A prefix (again)	Re

Only games which are mysterious (save to those who know how to play them) should be used. The ones in which two persons work together, one who leaves the room and a confederate who stays inside. You know the sort of thing. An object or person is chosen and the one who enters the room must guess who or what has been selected. Any sort of previously arranged signal may be used. A red object may be mentioned just previously to the answer word. It may be black, blue, or yellow. The confederate who remains inside may assume some quirk of posture of the person who is to be guessed. A toe may be pointed unostentatiously in the proper direction. You know a dozen varieties. Use several of them.

Decorations and refreshments are largely a matter of personal preference, and available material. A bundle of corn stalks

in the corner, autumn leaves on the mantle, a jack-o'-lantern in the window—these serve quite as well as elaborate and time consuming decorative touches. Hat-racks and floor lamps make arresting ghosts and scarecrows.

No set rule—save that of orange and black or orange and brown—need be followed in food. Round, brown bread sandwiches, wee triangles cut from the top slice to represent eyes, nose and mouth and let the yellow cheese paste show through, catch on quite nicely. Cat shaped cooky cutters may be found at any ten cent store. They may be used equally effectively for sandwiches. Fruit cup served from scooped out orange halves is colorful. Raisin and carrot salad preserves the color scheme. Individual pumpkin tarts would not be inappropriate. Mints in orange and black, or gum drops in the same shades add a festive air. Use Hallowe'en paper plates and napkins. They will add to the gala spirit and eliminate dish washing.



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October, 1935

School Activities Book Shelf

KEEPING IN CONDITION, by H. H. Moore.

Published by The Macmillan Company, 1930.

This is a handbook on training for older boys. It states clearly, frankly, and in an interesting manner what men in charge of boys would have them know. It gives advice on matters of exercise, fresh air, rest, and food, also on disease; but its outstanding value lies in its treatment of the subject of virility and the development and conservation of it. The author answers questions on sex matters that arise in the mind of every normal boy and that too many times in the past have had to go unanswered. Placed in the hands of older boys, this book will give strength and safety to the athletic forces of a school, and it will give strength and safety to the boys that will carry far outside and beyond the school and its athletic interests.

MAKE-UP, by John F. Baird, of the Northwestern University School of Speech. Published by Samuel French, 1931.

This book was written for Little Theatres and educational institutions. It acknowledges that there is a need for knowledge and skill in make-up in amateur dramatics quite as much as was needed by professionals a few years back. Where this book has been followed, there will not be that appearance of cheapness that often marks amateur performances even more than does the lack of talent or proficiency in the acting. It tells the how and why of the selection and application of make-up materials for various effects. Its instructions are definite and concise. They cover the whole field of theatrical make-up as far as needs arise in school dramatics.

ORGANIZATIONS FOR YOUTH, by Elizabeth R. Pendry, educational and vocational counselor, New York City Public Schools, and Hugh Hartshorne, research associate in religion, Yale University. Published by McGraw-Hill, 1935.

This book gives the history, scope, organization, methods, and underlying philosophy of forty leisure-time agencies and procedures which have character building either as a conscious objective or as a presumed by-product. The treatment is descriptive rather

than critical. It brings together detail about many privately promoted schemes and much of the information is here made available for the first time. A few of the subjects treated are: Boy Scouts of America, Camp Fire Girls, Order of DeMolay, Pathfinders of America, Knighthood of Youth, Junior Red Cross, Sportsmanship Brotherhood, National Recreation Association, Young Men's Christian Association, and Young Women's Christian Association.

MOULDERS OF THE AMERICAN MIND, by Norman Woelfel. Published by Columbia University Press, 1933.

Wherever this book goes discussion will follow. Its very nature is most controversial. The author judges men of established reputation, such men as John Dewey, E. L. Thorndike, William C. Bagley, and Ellwood P. Cubberly—in all, seventeen contemporary educators. He analyzes the philosophy and ideals of these men and without reserve or soft speech he exposes what importance—either good or evil—he sees them. The subject treated in this book is an important one, and the method of treatment is interesting. It is an example of true criticism applied where it will stimulate much wholesome thought and discussion.

LEARNING HOW TO LEARN, by Walter B. Pitkin, Professor of Journalism, Columbia University, Harold C. Newton, Head of English Department, Public Schools, Syracuse, New York, and Olive P. Langham, Onondaga Valley Academy, Syracuse, N. Y. Published by McGraw-Hill, 1935.

The aim of this book is to train young people of school age in the art of learning. It points out as problems of forming good habits the following: concentrating, grasping the broader relations among facts, selecting items relevant to one's purpose, and reflecting upon new facts in the light of all that one has previously learned. It gives rules for learning, exercises in correct habit forming, and standards by which to judge and measure progress. This is a book that properly used should add materially to the mental efficiency of students to whom it is made available. A copy should be in every library.

Comedy Cues

Wifey—I wonder why it is that a nautical mile is nearly a seventh longer than a mile on land?

Hubby—Well, darling, you know things swell in the water.

Elmer's Mother—Doctor, I suppose you will be getting a good fee for attending little James Robey—the family are so rich?

Doctor—Why do you ask?

Elmer's Mother—Well, I hope when you send us your next bill you'll bear in mind that it was our Elmer what throwed the brick that hit James.—*Pathfinder.*

FIGHTAMINES

Mother—Why, Barbara, you look as if you had been fighting.

Barbara—I was. I've been fighting with the boy next door. I didn't hurt him much because I only had bran for breakfast this morning. But if it had been in the afternoon and if I had had spinach for dinner . . . oh, boy, I guess I'd have about killed him.

— *Journal of Education*

IT'S IN THE BLOOD

Three blood transfusions were necessary to save the life of the lady patient. A brawny young Scotchman offered his blood. The patient paid him \$50.00 for the first pint—but after the third pint she had so much Scotch blood in her she just gave him a letter of recommendation.

WELL-EARNED

Pat determined to pass his favorite tavern on his way home. As he approached it he became somewhat shaky, but, after plucking up courage, he passed it. Then, after going about 50 yards, he turned, saying to himself: "Well done, Pat, me boy. Come back and I'll treat ye."

MORE APPROPRIATE

A photographer was taking a picture of a father and his college-boy son. The photographer suggested that the boy stand with his hand on his father's shoulder.

"More appropriate," said the long-suffering parent, "if he stood with his hand in my pocket."

JUST INDIANS

A certain bishop tells many amusing stories of his work among the Indians.

On one occasion he was visiting a tribe, and it was arranged that after dinner he and one of the chiefs were to go for a long ride.

"Will it be safe for me to leave my baggage here?" asked the bishop before they started.

"Yes," was the reply. "There is not a white man within forty miles."

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